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ONTARIO
DEPARTMENT
OF
EDUCATION

INTERMEDIATE DIVISION PHYSICAL EDUCATION

OUTLINE OF COURSE
FOR EXPERIMENTAL USE

1952
CURRICULUM
1:5




ISSUED BY AUTHORITY OF
THE MINISTER OF EDUCATION

1952

**INTERMEDIATE
D I V I S I O N
GRADES 7, 8, 9, 10
PHYSICAL EDUCATION**

Outline of Course
For Experimental Use

CURRICULUM 1:5



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PHYSICAL EDUCATION

Physical education is a phase of total education and contributes to the general objective of all education—the well-rounded development of all children and youth as responsible citizens in our democratic society. Physical education seeks through selected physical activities and related experiences to assist the individual to develop skill, strength, endurance and character to his fullest capacity.

Aims of the Course

1. To promote the healthy growth and physical fitness of the adolescent pupil.
2. To develop fundamental physical skills (e.g. walking, running, jumping), derived skills peculiar to individual games and rhythmic, and good posture.
3. To encourage desirable attitudes and behaviour — especially in leadership, sportsmanship, co-operation.
4. To promote an interest in physical activity which will carry over into leisure time.
5. To increase knowledge of the principles of good health and to develop good personal health habits.

Health Aspects of the Programme

Physical education can contribute much to the health of the school child if the programme presented is based on the needs of the individual. It is desirable that all children be medically examined before participating in physical activities. The provision of adequate health services to provide emergency treatment and to handle health problems should be considered.

To maintain a healthy environment physical activity periods should be conducted out of doors whenever weather and facilities permit. Attention should be given to the cleanliness of play-rooms, gymnasiums, locker rooms and showers where such facilities are provided, to ensure that poor health habits are not being encouraged. Where possible, facilities should be provided to enable pupils to change to a suitable costume for activity periods.

Health instruction forms a necessary part of any physical education programme. Physical education teachers, by the very

nature of their work, have a unique opportunity for influencing the thoughts, attitudes, and behaviour of their pupils. Instruction given during physical education periods should be concerned as much as possible with the present health of the pupils and their future growth and development.

Organization of the Programme

Pupils should participate as much as possible in the organization and direction of the programme under the supervision of the teacher. Physical education provides numerous opportunities for students to lead groups, to make decisions and to engage in co-operative activities. The development of responsible leaders within the class will greatly increase the effectiveness of the programme. It is suggested that classes be divided into groups of suitable size for all activities. Small classes permit more efficient instruction.

The teacher should keep some record of individual achievement in order to evaluate the student's progress in the work. Such a record might show the results of objective tests conducted during the class period.

In addition to the regular instructional periods a complete programme of physical education should include periods of supervised play, intramural competition, sports days and play days. Organization of this extra-curricular programme should be such that every pupil has an opportunity to participate.

Facilities and Equipment

Urban Schools

Indoor facilities such as playroom or gymnasium and an outdoor area of suitable size are necessary for the conduct of an effective physical education programme. The outdoor area should be arranged to include a jumping pit, a softball diamond, a volleyball court and an area for games such as soccer.

In order to ensure active participation by all students in the instructional period the following equipment should be provided in sufficient quantity:

Balance Benches	Shot Puts
Basketballs	Skipping Ropes
Basketball Backboards	Soccer Balls
Climbing Rope	Softballs and Bats
Hockey Sticks	Timer

Hurdles	Tumbling Box
Inflated Rubber Balls	Vaulting Poles
Jumping Standards	Victrola and Records
Mats	Volleyballs
Rugby Balls	Volleyball Standards and Mats

Rural Schools

Classroom desks should be movable, in order to provide a space for conducting an indoor programme during the winter months. Each school should have an outdoor space of suitable size to include a softball diamond, a jumping pit, and an area for games.

The following equipment should be provided in sufficient quantity:

Balance Bench	Ping Pong Equipment
Bean Bags	Skipping Ropes
Goal Hi	Soccer Balls
Horseshoes	Softballs and Bats
Indian Clubs	Vaulting Pole
Inflated Rubber Balls	Victrola and Records
Jumping Standards	Volleyball Standards and Nets
Mat	Volleyballs

Much of the above equipment, e.g. jumping standards, tumbling box, balance benches, etc., may be constructed very cheaply by individual schools.

Suggested Time Allotment for the Course

Boys' Programme

Grades 7-8

Physical Activities (3 periods per week)

Introductory Activities	10%
Group Games and Relays	10%
Individual Athletic Activities	35%
Game Skills and Team Games	45%

Theory of Physical Education (1 period per week)

Health Education (Units 1 and 2)	60%
Physical Education (Unit 3)	40%

Grades 9-10

Physical Activities (3 periods per week)

Introductory Activities	10%
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Tumbling and Apparatus Exercises	35%
Games and Athletics	55%
Theory of Physical Education (1 period per week)	
Health Education	75%
Physical Education	25%

Girls' Programme

Grades 7-8

Physical Activities (3 periods per week)

Games	50%
Rhythmics	35%
General Activities	15%

Theory of Physical Education (1 period per week)

Part I, Health Education	60%
Part II, Physical Education	40%

Grades 9-10

Physical Activities (3 periods per week)

Gymnastics	25%
Rhythmics	30%
Games	45%

Theory of Physical Education (1 period per week)

Part I, Health Education	75%
Part II, Physical Education Topics	25%

Note: If swimming is taught the time allotted to this activity should be in addition to the above.

Course Outline

The course has been prepared for adoption by the classroom teacher or as a basis for discussion by Teachers' Curriculum Committees. The programme for Grades 7 and 8 has been outlined in considerable detail in the hope that it will prove of some assistance to those teachers lacking source material for instruction in these grades. Teachers in schools with limited facilities will find it necessary to modify the programme to suit their particular situation.

BOYS' PROGRAMME

GRADES 7 AND 8

Introductory Activities

These activities may be associated with other basic activities during the year's programme.

Marching—This activity enables the instructor to control the class effectively so that groups may be moved quickly and in orderly fashion when desired. Good marching develops proper body carriage and mental alertness. Practice in the following positions and movements is recommended:

Lining up in single rank; falling in behind leaders; positions of attention and at ease; proper spacing; turning left, right and about; marching in quick time; marking time; halting; marching in double time, from quick time; about turns on the march; wheeling and countermarching.

Conditioning Exercises—These exercises may precede strenuous activities such as tumbling, apparatus exercises and track and field. They may also be used as an introduction to lessons in games where time permits. Exercises selected should contribute to agility and endurance, and to the development of muscular strength in trunk, leg and arm.

The following movements are suggested for inclusion in any table of exercises:

Low jumping; alternate high and low jumping; stride jumping with arms swinging overhead; trunk bending forward, backward and sideward; full knee bending; situps and V-sitting from back-lying; jumping and swinging arms upward—from the squat position; stationary running; hopping run; knee raise run; straddle running.

Obstacle Course Training—Obstacle courses may be constructed indoors and on the playground. Training on these courses should be associated with such activities as tumbling, apparatus exercises and track and field since the equipment required to set up a course will be of the type used in these activities. The objectives of this training are the same as those

of the apparatus and track and field programmes, but the movements are required under more challenging conditions so that they tend to develop courage, endurance, agility and self-confidence in the individual.

The course constructed should require the boys to:

Hurdle a low obstacle, crawl through a narrow opening; dodge and weave through obstacles; walk a narrow beam; climb over a high obstacle; jump down from a height; vault a bar; jump over a space; swing over obstacles on a rope.

Contests—These activities offer an opportunity for boys to test their physical abilities in competition with each other. Because of their close relationship to group games and self-testing stunts, they should be taken as an introduction to these activities but may be used wherever desired as a warm-up activity or a break in the lesson.

The following contests are considered suitable:

Hand wrestle, leg wrestle, stick wrestle, tug of war, handkerchief fight, arm lock wrestle, knee slap boxing, line wrestle, back to back lift, squat rope jerk, hopping pull, hand pull, ring wrestle, rooster fight, poison, stepping on toes, storming the fort.

Rope Skipping—Rope skipping improves agility and general physical condition.

The following are some fundamental exercises:

Running in place; jumping on both feet; hop, step on alternate feet; running forward; hopping on one foot; cross arm swinging; double jumping—two boys jump together using one rope; triple jumping—three boys jump together using one rope. (Rope circling forward and backward.)

Group Games and Relays

Group games and relays provide activity for large groups in a limited space. They satisfy the desires for boys of this age group for competition and fun so necessary for the development of the proper spirit. Little preliminary training and no high degree of skill are required.

The following is an outline of games and relays suitable for these grades:

Group Games

Chain tag, broncho tag, maze tag, dodge and mark,

circle race, leap frog tag, two deep, spud, pull away, line rush, crows and cranes, stealing sticks, four man circle chase, snatch ball, milling the man, jump the shot, pass and change, battle ball, bombardment, dodge ball, hand hockey, hit pin ball, floor hockey.

Relays

Shuttle running, touch and attention, hopping relay, running on all fours, Chinaman's race, centipede race, skin the snake, low bridge relay, jump stick relay, pursuit relay, circle the post, obstacle relay, leap frog relay, weave and crawl under, jump ditch relay, rope skipping relay, zigzag relay, back to back lift and run, human hurdle, human wheelbarrow, carries — fireman's, cross, single shoulder, arm, two man seat.

Other group games and relays may be used during instruction in team games.

Individual Athletic Activities

Tumbling and apparatus exercises develop body control and build muscular strength. Lessons in these activities provide an opportunity to develop student leadership and to teach individual and group safety. Careful planning and some preliminary instruction by the teacher is necessary to achieve the best results.

Track and field activities improve the students' speed, agility and endurance. Classes may easily be divided into small groups for maximum participation. These activities are of a competitive nature and students will strive to reach standards set by the instructor. Class track and field meets provide valuable training for the students in conducting and scoring events. Every effort should be made to increase the number of these competitions between teams rather than individuals.

A number of individual stunts and self-testing activities are included here as they are of great interest to boys of this age group.

Tumbling and Pyramids

Tumbling Skills—

forward roll—from full knee bend, from stand

backward roll—from full knee bend, from stand

sideward and shoulder rolls

dive—short dive, dive from stand, running dive, dive over obstacle, dive through circle

run, jump into air— $\frac{1}{4}$ turns left and right, land with control
run, jump into air— $\frac{1}{2}$ turns left and right, land with control
squat handbalance

squat headstand

headstand from crouch—kick up

jump through hands—from extended position on mat

handbalance against the wall

Combination Movements—

forward roll—backward roll—forward roll

short dive—backward roll—short dive

squat handbalance—forward roll—short dive

forward roll—squat handbalance—headstand—roll to feet

Team Rolling—

team forward rolls across mat

team backward rolls across mat

rolling in succession from the end of the line

rolling through each other from opposite sides of the mat

team shuttle dive over rolling ball

Double Stunts—

double rolls—forward and backward

sideward roll and dive—two or three man shuffle

stride jump and forward roll—two or three man shuffle

knee shoulder spring

knee shoulder balance

chest balance

Pyramids—

two man combinations — two man kneeling high, shoulder

sitting supported handbalance, thigh stand

group pyramids—without equipment, with ladders and chairs

Stunts and Self-testing Activities—

jump stick

knee bend holding ear

jump over foot

balance bend

double heel click

standing high kick

squat stand—10 seconds

double broad jump

fish hawk dive

squat thrusts

Apparatus Exercise

Tumbling Box (Approx. 2 ft. 6 in.) or rolled mats

Cross—

jump on—jump off

jump on—jump off with $\frac{1}{2}$ turn

jump over

mount to kneel—jump off

squat vault on—jump off
squat vault over
squat vault over—forward roll
side vaults right and left
straddle vault on—jump off
straddle vault over
straddle over—forward roll
thief vault
oblique vault

Long—

jump on—jump off
jump on—jump off with $\frac{1}{2}$ turn
squat vault on—jump off
jump on—straddle vault off
squat vault on—straddle vault off
vault to straddle seat—jump off side
vault with $\frac{1}{2}$ turn to reverse straddle seat—jump off side
squat vault on—forward roll off
forward roll over
two touch straddle vault over

Combinations—(Cross bench—Mat—Long Box)

squat vault over bench—roll on mat—squat on box—jump off
straddle vault over bench—roll on mat—squat on box —
straddle vault off
jump on bench—jump off with $\frac{1}{2}$ turn—back roll—jump
turn—vault to straddle seat—jump off
mount to kneel—jump off—forward roll—jump to squat—
forward roll off

(Position of apparatus may be changed to suit other combinations.)

Ropes or Poles—

chin from hang—pull up
hang raise knees
hang raise legs
ordinary climb
climb without aid of feet
swing on rope—vaulting over obstacle
grasp rope or pole—swing body up and vault over bar

Track and Field Athletics

Sprints and Runs—

jogging, walking, short dashes
starting—15-yard sprints

practice running form—leg action—body lean—arm action
sprints—50 yards and 75 yards
run—300 yards

relay running and baton passing

Hurdling (2 ft. 6 in. hurdles)—

hurdling for form

run 50 yards over three hurdles

run 75 yards over five hurdles

hurdling relays—shuttle style

Jumping and Vaulting—

broad jumping for form—standing and running approach

standing broad jump for distance

running broad jump for distance

relay broad jumping

hop, step and jump for form

hop, step and jump for distance

high jumping for form—scissors

high jumping for height

pole vaulting for form

Weight Throwing—

shot put (8 lbs.) for form—without the shot, with the shot

putting the shot for distance

medicine ball throw—overhead, chest, underhand

relay throwing

Tabloid Meets—

class competitions should be conducted using events listed
above and using a double standard scoring system.

Game Skill and Team Games

Games hold more interest for students than any other activity in the physical education programme.

Every student should have an opportunity to learn fundamental skills. It will be necessary, therefore, to divide classes into small groups for games and practice and to make full use of all available equipment. Instructors should not attempt to teach skills which lead to specialization in games but only those which contribute to learning to play the game. Students should have practice in officiating, timing and scoring so that they may learn to control their own games under the general supervision of the teacher.

While the teacher may allow reasonable freedom in the conduct of games, he must insist that they be played in accordance with the prescribed rules and in an orderly manner so

that they may make their full contribution to the development of the pupils.

Soccer—Fundamental Skills

Dribbling—

straight dribble—with one foot, with both feet
dribbling around the post and back
weaving dribble through obstacles
dribble races

Passing—

short passing—with the inside and the outside of the foot
partner pass—standing
dribble and pass—in two's or three's

Trapping—

partner throw and trap
trap with the foot, with the body

Kicking—

kicking a stationary ball
low kick, high kick
kicking a moving ball
kicking for accuracy
kick and trap in two's

Heading—

throw up and head to partner
partner throw and head back
leader throw—heading relay
heading against the wall

Tackling—

one against one—dribble through
two against two

Soccer—Games

Corner Kick

Mass Soccer

Soccer Long Base

Soccer Snatch Ball

Alley Soccer

Soccer with variations

Soccer Dodgeball

Head Volleyball

Speedball

Football—Fundamental Skills

Passing—forward pass (overarm)

throwing to a stationary partner
throwing to a running partner
throwing for accuracy
throwing for distance
throwing relays

centre Pass (snapping)

passing to a partner

passing to a target for accuracy

passing relays

lateral Pass (underarm)

one hand throwing

two hand chest pass

lateral passing on the run—in two's and three's

passing around a circle

passing relays

Catching—receiving passes

catching a pass standing

catching a pass running

relays

receiving Punts

catching punts standing, running

Running with the Ball—

dodging the man

changing the ball

weaving between obstacles

shuttle running with ball

Kicking

punting low, high, for accuracy, for distance; **punt and run**
the ball back

place kicking for accuracy, for distance

drop kicking for form, for accuracy, for distance

Football—Games

Borden Ball (European Handball)

Touch Football—with variations

Deadline

Punt Volleyball

Passball

Rugger

Basketball—Fundamental Skills

Passing—

two hand—chest and overhead pass

passing in pairs—in the air, bounce passing

running pass in pairs

running circle pass—pass to the post

pass against the wall and receive rebound

shuttle passing, corner spry

Dribbling—

running dribble straight
circle the post relay
weaving dribble around obstacles
dribbling races, tag dribbling
dribble shuttle relay

Shooting—

one hand lay up—standing, dribbling in
two hand push shot
shooting for accuracy
dribble stop and shoot
free throws for accuracy
receiving a pass and shooting
shooting relays, shooting against time

Basketball—Games

Skittle Ball	One O'Gang
Keep Away	One Goal Basketball or Goal Hi
Captain Ball	Twenty One
Return Passes	Golf Basketball
Circle Tag Ball—two boys	Three Man Basketball

Volleyball—Fundamental Skills

*Serving—underhand—*for form in pairs; against wall; over the net into marked areas; for accuracy; relay—shuttle style

*Passing and Volleying (underhand and overhand)—*throw up and pass in pairs; throw to partner and pass back; partner serve and pass back; pass around a circle; continuous volley against wall; partner volley over the net

*Setting Up—*throw up and set up; partner pass and set up; circle keep it up

Volleyball—Games

Shower Ball	Volleyball
Bounce Ball	Doubles Volleyball
Mass Volleyball	Four Court Volleyball
Three Touch Volleyball	

Hockey—Fundamental Skills

*Skating—*skate forward, turn and skate backward; skating in a large figure eight; skating backward relay; skating around obstacles.

*Puck Carrying—*skating with the puck—relays; carrying puck around obstacles; sliding puck through opponent and retrieving it.

Passing—skating and passing in pairs; pass against boards and retrieve; skating out and passing back

Shooting—shooting along the ice, lifting the puck; receiving a pass and shooting; shooting at a mark for accuracy

Hockey—Games

Skating Tag
Keep Away

Three vs. Two
Hockey

Softball—Fundamental Skills

Throwing and Catching—partner throw and catch; throwing underhand and overhand; catching high balls and low balls; fielding ground balls and fly balls; shuttle throwing; throwing around the bases; fielding infield balls and throwing to base; fielding outfield balls and throwing to plate

Batting—batting pitched ball back to partner; batting out ground balls to different position; batting out fly balls to fielders; batting back relay—pepper batting; bunting pitched balls.

Base Running — beat ball relay, hit and run the bases; base running relay—spoke formation; base running against time; team shuttle base running

Softball—Games

Overtake Softball
Throw Down Baseball
Far Base
Rounders
Two Pitch Softball

Softball with variations
Hit and Run Softball
Rotation Softball
Six Man Baseball

Lacrosse—Fundamental Skills

Throwing and Catching—
throwing over the shoulder against the wall
catching high balls and low balls
partner throw and catch standing
throwing to a running partner
catching a ball while running
running and throwing in pairs
throwing at a target for accuracy
running and throwing relays—shuttle

Picking up the Ball—
picking up rolling and bouncing balls
rolling ball relays
Carrying the Ball—
dodging an opponent
side step, pivot, roll
weaving through obstacles

Lacrosse—Games

Three or Four Man Keep Away
Stop and Throw
Lacrosse (Seven Man and Ten Man)

Theory of Physical Education

Many subjects in the school curriculum contribute to the health education of the child. Units 1 and 2 include those topics of health education which are closely related to physical education. The discussions carried on in the class should be based where possible on practical examples taken from the life of the student. These discussions should give the pupil a better understanding of good body mechanics and posture and stimulate interest in good grooming and personal living habits. Some suggested activities have been listed under each topic. It is expected that the teacher will substitute or add to these if necessary.

The topics outlined in Unit 3 are intended to supplement the instruction given during the regular activity periods. Proper presentation of these topics should produce a well-organized class which understands the purpose of the activities being conducted. Physical Education encompasses such a wide variety of activities that the instructor must depend to a considerable extent on student leadership. It is hoped that a reasonable amount of the necessary training of student leaders can be given during the periods assigned to classroom instruction in games and class organization.

Unit No. 1 (Health Education)

1. *The Meaning and Importance of Physical Fitness*

Evidence of fitness in the individual

—enjoyment of work and play, ability to endure physical and mental hardships, peace of mind, adequate strength for daily life and athletic activities

The contribution of physical activity to health

—increased physical endurance, stimulation to circulation and respiration

—relaxation and a sense of satisfaction in achievement

Importance of developing skill in athletic activities

—to ensure participation in later life

Importance of realizing physical limits

—to avoid over-participation in athletics

—to maintain a proper balance in work and play

Suggested Activities:

Name some individuals from past and present day who have displayed exceptional fitness

List games or sports which require a high degree of physical fitness

Make a survey of class participation in physical activities

Outline the contributions of specific activities to body development

Films: Exercise to Health — Benograph

2. *The Action of Bones, Muscles and Nerves in Movement*

How the Body Moves

—the contraction and relaxation of muscles, the action of joints in movement, how bones and muscles are connected

Suggested Activities:

Observe pictures of a runner

Demonstrate the contraction and relaxation of muscles, i.e. by lifting a weight

Name some mechanical objects with the same action as joints

General Understanding of Good Body Mechanics and Posture

—good body mechanics in standing, sitting, walking, games and activities

—importance of practising good posture, effect on appearance, ease of movement, performance of skills

—factors contributing to good posture — e.g. sleep, exercise, nutrition

Suggested Activities:

Observe individual posture in a mirror

Observe pictures of a boxer, skater, ballet dancer

Balance on both toes and on one foot

Walk with an object on the head

Demonstrate the correct way to lift a weight

3. *Elementary First Aid*

First Aid for Minor Injuries

—sprains, strains, dislocations, bruises, cuts, abrasions, nose-bleeds, burns, fainting

Suggested Activities:

Show how to bandage a sprained ankle

Demonstrate the first steps in caring for a cut, a burn

List some common causes of fainting

Unit No. 2 (Health Education)

1. *Good Grooming*

General appearance and function of the skin and the nails

—importance of frequent bathing

—effect of diet and exercise

—use of cosmetics

General appearance and function of the hair

—effect of untidy hair upon personal appearance

—proper care of the hair, brushing and washing

The care of the teeth

—proper nutrition, cleanliness

Clothing and its effect on appearance

—importance of clean and neat clothing

—acceptable dress

—proper dress for activity

—care for clothing

Suggested Activities:

Observe the effects of exercise on the skin

Study pictures of well-groomed people

Suggest appropriate dress for: applying for work, church,
school

2. *The Process of Growing Up*

Physiological changes

—change in body structure, effect of glands on appearance
and body functions

Changes in interests and activities

—attitude toward the opposite sex and importance of choosing the proper friends, participation in suitable recreational activities

Suggested Activities:

List some of the characteristics which are desirable in a friend

Survey the recreational opportunities available in the community.

Unit No. 3 (Health Education)

Meaning and importance of physical education

General outline of physical education programme

Physical Education Class Organization

- regulations re use of playground or playroom
- proper dress for the activity class
- division of the class into squads
- selection and duties of leaders
- use of squad cards—system of awarding points
- general class formations for activity period
- procedure for handling equipment
- The Theory of Games**
 - a brief outline of the rules of soccer, basketball, volleyball, hockey, softball, track and field, and lacrosse
 - explanation of drills and lead up games associated with these games
 - general strategy in playing games
 - importance of learning specific skills
 - rules tests on the above games
- Organization for instruction in tumbling and vaulting**
 - general positions of the class
 - method of handling the equipment
 - outline of movements to be learned—illustration of important points to be observed in the learning of the movements
 - importance of safety men—duties of safety men
 - responsibility of squad leader
- Organization for class meets and tournaments**
 - explanation of type of meet—tabloid sports, track and field, skills tournament, etc.
 - division of groups for competition
 - scoring system—duties of scorers
 - organization of equipment to be used
- Films**
 - use of instructional films on all phases of the physical activity programme
 - a discussion of instructional points emphasized in the films

Reference Books Grades 7-8

Physical Activities

- Board of Education (London)—“Syllabus of Physical Training for Schools 1933”. Copp Clark Co. Ltd., Toronto.
- Mason and Mitchell—“Active Games and Contests”. A. S. Barnes & Co., New York.
- Cotteral and Cotteral—“The Teaching of Stunts and Tumbling”. A. S. Barnes & Co., New York.

Craine, H. C.—“Teaching Athletic Skills in Physical Education”. Inor Publishing Co., New York.

Sehon, Anderson, Hodgins and Van Fossen — “Physical Education Methods for Elementary Schools”. W. B. Saunders Co., Philadelphia.

Sports Guides and Rule Books — A. S. Barnes & Co., New York.

Track and Field Rules and Records—Ontario Athletics Commissioner, 455 Spadina Avenue, Toronto.

Athletic Handbook—National Council of the Young Men's Christian Association, 21 Dundas Sq., Toronto.

Theory of Physical Education

Phair and Speirs—“Good Health Today”. Ginn & Co., Toronto.

Jones, Morgan and Landis—“For Healthful Living”. Clarke, Irwin & Co., Toronto.

Films

Films on Physical and Health Education may be obtained on loan from the Visual Education Branch, Department of Education, Toronto.

BOYS' PROGRAMME

GRADES 9 AND 10

Introductory Activities

Basic Drill:

Each class should be able to perform basic drill movements smartly. It is suggested that a short time be devoted to this activity at the beginning of each lesson until a high degree of efficiency is reached after which only enough drill to maintain this standard need be taken. The following positions and movements should be stressed:

Position of attention, stand at ease, stand easy; formation of squad in threes, open and close order; dressing; turning right, left and about; marching in quick time; halting; keeping dressing while on the march; marking time; marching in double time from quick time and marking time; wheeling and forming squad; platoon or flight drill.

Conditioning Exercises:

These exercises should be related wherever possible to the major activity being taught during the period. It is not intended that whole periods be devoted to conditioning exercises. The teacher will be expected to prepare series of exercises based on the requirements of the various activities, e.g. tumbling, football, track and field. These exercises may be selected from any of the books listed under this section. The following are suggested as a guide:

Tumbling and Apparatus Exercises — low and high jumps; jumping and swinging the arms upward; full knee bends; trunk bends; stride jumping; push ups; squat thrusts; v-sitting; situps.

Games—Football—stationary running; high knee raising; trunk bending and twisting; crouch stance and short sprints; cross step run; straddle running; running backward, sideward and forward; short dashes.

Soccer—stationary running; throw in position—trunk bending backward and forward with arms overhead; kicking move-

ments with right and left legs; zigzag running; skipping; jumping upward.

Basketball—centre jump; running stride stop; pivoting; heel click jump; jumping and shooting position; medicine ball chest throwing; moving backward, forward and sideward in the guarding position; short dashes.

Volleyball—jump and reach; trunk bending and stretching; serving movement; jump off both feet swinging arms upward.

Track and Field Athletics—stretching and bending; pullups; run and jump upward; standing high kick; body movement for shot putting; arm and leg stretching for hurdling; standing broad jumps; hop, step and jump movement; stationary running with high knee raising.

Contests

Suitable contests in which the students may engage in either individual or team competition should be selected by the teacher. It is suggested that this activity be introduced in association with games of low organization.

Obstacle Course Training

Simple obstacle courses should be set up where possible using gymnasium apparatus and track and field equipment. Training of this type should be conducted at the beginning or at the end of periods devoted to tumbling and apparatus exercises or track and field athletics. Many of the movements required during instruction in these activities may be included in the obstacle course.

Tumbling and Apparatus Exercise

It is suggested that exercises suitable for each class be selected by the teacher from the reference books listed. The following outline may be used as a basis for selection:

Tumbling—Stunts and pyramids; individual skills—rolls, dives, balances; double stunts, group movements, pyramids.

Apparatus — Exercises; tumbling box and horse-vaults; low horizontal bar—hangs, swings, circles, vaults; parallel bars—travels hangs, vaults; ropes—hangs, climbs, swings.

The following points should be noted:

1. The major objective of this section is to provide the student with an opportunity to increase his agility and strength and to teach him to overcome obstacles. Movements involving

- rolling, vaulting and supporting the body weight should be stressed.
2. The teaching of difficult movements should be avoided unless the students show exceptional ability.
 3. Practice of activities should be carried on in squads. The number of these squads will depend upon the space and equipment available.
 4. Students should learn to practice under leaders familiar with the various movements and associated safety procedures. Some ready reference list of movements should be provided for these leaders.
 5. After a reasonable period of practice on the activities outlined by the teacher students should be tested on their ability to perform the movements listed for their grade. These tests should be administered by squad leaders.

Games and Athletics

Games of Low Organization

A number of group, relay and tag games may be used. These games should require little skill and be suited to the age and ability of the class.

Team Games

The following games will vary with local conditions but as a general rule the outdoor programme of the fall term should not be repeated in the spring. The teacher should recognize that the enjoyment of playing the game is the primary objective and the teaching of skills should contribute to this end. Lead-up and practice games may be used in the teaching of each game.

A suggested list of skills to be taught is presented here:

Football — passing, catching, running, punting, place-kicking, football type games.

Soccer—dribbling, passing, trapping, kicking, heading, tackling, soccer type games.

Speedball—soccer skills, basketball skills, kickup, punting, juggling, drop kicking.

Basketball — passing, dribbling, shooting, pivoting, guarding, basketball type games.

Volleyball—serving, passing and volleying, setting up, spiking, net recovery, volleyball type games.

Hockey—skating, puck carrying, passing, shooting, hockey type games.

Softball—throwing and catching, batting and base running, softball type games.

Lacrosse—throwing and catching, picking up the ball, carrying the ball, lacrosse type games.

Track and Field Athletics

Starts, sprinting and running form,

Baton passing and relay running,

Cross country running and hurdling.

Jumping, vaulting, weight-throwing.

The following points should be noted:

1. The teacher should examine the facilities of both the gymnasium and the playground carefully with a view to making maximum use of all available space and equipment for the conduct of games and athletics.
2. Emphasis should be placed on the development of teams within the class in order to give some importance to the games played.
3. Every effort should be made to increase the competitive interest in games by recording the scores and drawing up regular schedules to be used in the class period.
4. Essential skills for each activity should be selected and suitable drills for each grade organized. After practise through drills students should be tested on their ability to perform the skills selected. It is recommended that these tests be as objective as possible and that they be administered by student leaders.

Swimming

The course in swimming must be adapted to local conditions. The primary objective is that every pupil may learn to swim and gain a complete knowledge of water safety procedure. In schools where there are no swimming facilities, lectures and films on life saving methods and water safety might be presented.

Adjustment to the water, breathing, prone glide, flutter kick, back glide, sculling

Strokes — backstroke, breast stroke, side stroke, back crawl, crawl stroke.

Water entries, treading water, changing positions

Water games, relays and stunts, water safety knowledge

Social Dancing

Social dancing may be included in the Physical Education programme. Instruction in fundamental steps, positions and deportment will afford the pupil much pleasure and social profit throughout his lifetime. This instruction should be carried over into after-school gatherings.

Theory of Physical Education

Part I includes those topics of health education which are closely related to physical education. The topics in Grades 9 and 10 are intended to give the pupil a general understanding of the structure and functions of the body as applied to physical fitness, and to promote good personal living habits.

Part II is intended to supplement the instruction given during the regular activity periods. Proper presentation of these topics will aid in class organization and create a better understanding of the activities among the pupils.

Health Education—Grade 9

1. *The Meaning and Importance of Physical Fitness—*

Interpretation of the Term "Physical Fitness":

Characteristics of a physically fit person — Consciousness of feeling well, enjoyment of physical activity, ease of muscular movement, ability to relax and to sleep soundly, ability to resist fatigue in doing work.

Importance of Physical Fitness to the Individual:

Presenting a good appearance to others, developing confidence and a sense of power in physical activity, increasing mental alertness, achieving goals in work through sustained effort, ensuring personal safety through physical fitness.

2. *An Understanding of the Normal Structure of the Body—*

A brief study of the mechanisms of movement:

Bones, joints, ligaments, muscles, tendons and nerves — types, general structure and function.

Care and prevention of injuries to bones and muscles:

Fractures:

Varieties, causes, symptoms.

Treatment — general; special cases — skull, spine and pelvis, thigh, bone, upper arm, etc.

Injuries to Joints and Muscles:

Types of injuries—dislocations, sprains, strains and ruptures; causes; symptoms; treatment.

3. *Body Mechanics in Physical Activities*—

Importance of achieving skill in body movement:

Pleasing effect of graceful body movement, e.g. diving, swimming, running, gymnastics.

Increased enjoyment of activities through acquisition of greater skill in performance.

Safety through the development of skill.

A study of the fundamental principles in the control of body movement:

(a) Balance and coordination.

Importance of good stance, e.g. football, basketball

Wide base of support, e.g. headstand, boxing

Keeping the body weight over the feet or base of support, e.g. skating, running

Shifting the body weight—control of centre of gravity

Importance of muscle tone—quick reaction, e.g. intercepting pass in basketball

(b) Rhythm and relaxation.

Development of smooth flowing motion

Long smooth movement—more economical than short choppy ones, e.g. swimming and running

“Follow Through” leads to accuracy, e.g. golf and baseball

Avoidance of unnecessary tension, e.g. floating in water

Use only those muscles required for activity—learn to relax others, e.g. high jump

Relaxing between movements, e.g. glide in swimming

Alighting in a relaxed position, e.g. after a jump or vault and when tumbling on the mat.

The practice of good body mechanics and posture in athletic activities:

Importance of practising “good form” — conservation of energy, ease of performance

A study of good body mechanics in gymnastics, games and track and field activities

4. *Body Growth and Development*—

Influence of heredity and environment:

Factors affecting body growth and development—nutrition exercise and relaxation

A study of body proportions—weight in relation to age, height, and physical type

5. *Understanding Changes in Adolescence—*

Physical changes, changes in interests and activities:

Importance of good grooming

Understanding the interests of the opposite sex

Participation in coeducational activities

Health Education—Grade 10

1. *The Attainment and Maintenance of Physical Fitness—*

Responsibility of the individual to be physically fit:

In order to work successfully, to make a contribution to society, not to become a liability to others

Factors affecting the attainment of physical fitness:

Lack of opportunity for suitable recreation

“Spectatoritis” and specialization in athletics

Social problems—strain of modern civilization

Effects of alcohol and tobacco

Evaluation of physical fitness in the individual:

Methods of determining the degree of physical fitness in the individual—making a personal inventory

2. *An Understanding of the Normal Functions of the Body—*

A brief study of the circulatory and respiratory systems:

Heart, lungs, arteries, veins, capillaries, blood and air passages—general structure and function

First Aid as applied to circulation and respiration

Haemorrhage:

Type and recognition—arterial bleeding, capillary bleeding, venous bleeding

The location of pressure points

Treatments—by digital pressure; by the tourniquet

Special cases of haemorrhage

Fainting

Artificial respiration

The effects of physical activity on the circulation of the blood, the respiration, the digestion, the muscular and nervous systems

The effects of alcohol and tobacco on muscular endurance and coordination

3. *The Importance of Physical Recreation—*

Explanation of various types of recreation:

Choosing a suitable athletic activity for recreation

Physiological and social values resulting from participation in recreation

4. *Personal Adjustments in Growing Up*—

Relationships to the family, adults, large groups, friends of own sex, friends to opposite sex:

Developing self-confidence, poise, emotional control

Improving personal appearance

Developing good living habits

Reference Books Grades 9-10

Physical Activities

General

Brace, D. K. — *Health and Physical Education* — A. S. Barnes & Co.

Miller, Bookwalter, Schlafer — *Physical Fitness for Boys* — A. S. Barnes & Co.

State of Iowa — *The Iowa Programme of Physical Education for Boys* — State Dept. of Public Instruction, Des Moines, Iowa

U. S. Naval Institute — *Mass Exercises, Games and Tests* — A. S. Barnes & Co.

Tumbling and Apparatus

La Porte and Renner — *The Tumbler's Manual* — Prentice-Hall Inc.

McClow, L. L. — *Tumbling Illustrated* — A. S. Barnes & Co.

U. S. Naval Institute — *Gymnastics and Tumbling* — A. S. Barnes & Co.

West, W. D. — *The Gymnast's Manual* — Prentice-Hall Inc.

Games and Athletics

Bee, Clair — *Drills and Fundamentals* — A. S. Barnes & Co.

Bresnahan and Tuttle — *Track and Field Athletics* — C. V. Mosby Co., St. Louis.

Edwards, J. F. — *Canadian Football* — Copp Clark Co. Ltd.

Jeremiah, E. — *Ice Hockey* — A. S. Barnes & Co.

Laveaga, R. — *Volleyball* — A. S. Barnes & Co.

Noren, A. T. — *Softball* — A. S. Barnes & Co.

Stanwick, T. — *Lacrosse* — A. S. Barnes & Co.

U. S. Naval Institute — *Military Track* — A. S. Barnes & Co.

Theory of Physical Education

Health Education

Phair and Speirs — *Good Health Today* — Ginn & Co.

Additional References

Best and Taylor — *The Human Body and Its Functions* — Gage & Co.

Crisp, K. B. — *Health for You* — Longmans, Green & Co.
Grout, Ruth E. — *Health Teaching in the Schools* — W. B. Saunders Co.
National Education Association and the American Medical Association — *Health Education* — Washington N.E.A. 1941.

Films

Blood; Control of Body Temperatures; First Aid; The Heart and Circulation; Mechanisms of Breathing; Playground Safety; Posture and Exercise; Training Table; Turnabout Man; What Makes Us Grow.

Physical Education

General References

Nash, J. B. — *The Administration of Physical Education* — A. S. Barnes & Co.
Mitchell, E. D. — *Intramural Sports* — A. S. Barnes & Co.
U. S. Naval Institute — *The Sports Programme*.

Films

Basketball Fundamentals; Basketball by the Code; Basketball Today; Catching in Baseball; Dashes, Hurdles and Relays; Distance Races; Five Fit Fellows; Ball Handling in Football; Blocking in Football; Tackling in Football; Hot Ice; Jumps and Pole Vault; Play Baseball, Son; Play Volleyball; Progressive Training in Ball Handling Games; Swimming Advanced; Swimming Beginners; Swimming Techniques for Boys; Twenty Men and a Leader; Tumbling Beginners; Tumbling Intermediate; Weight Events; Volleyball for Boys

NOTE: The above films are available on loan from the Visual Education Branch, Department of Education.

GIRLS' PROGRAMME

GRADES 7 AND 8

Introduction

For these grades games, relays and field athletics provide suitable activities. In particular, the development of the skills involved and the drills and introductory games preliminary to the team games of volleyball, soccer, softball, and basketball can form the basis of a satisfactory programme. Many of the skills and drills should have been already acquired in the lower grades and many require only review and improvement. Others will require introductory teaching and practice.

Basketball is the most strenuous of the games described in this outline and it is not recommended as an intensive activity for grades 7 and 8 although basketball skills, simple games resembling basketball and basketball to a limited extent in Grade 8 may be taught. The section on basketball should enable teachers to use the aspects of the game proper for students in these grades without making it too difficult and strenuous.

Organized programmes of inter-school athletics are not recommended for grades 7 and 8 because of the physical and psychical immaturity of the pupils. "Competitive work, though forming a necessary part of athletic practice and coaching, must always be treated with caution when applied to school children of any age, and great care should be exercised to prevent its excessive use in the general scheme of training." (ref. 1, p. 66)

Tag games are enjoyed by children of all ages and are excellent as a break in the middle of a lesson. Relays are useful practice for certain skills required in games.

In connection with field athletics the following considerations are important in developing a suitable programme.

A Field Day is a programme of activities including the traditional events of hurdles, dashes, relays, running high jump, etc. The participation is usually limited to a small, highly skilled group who contend for individual championships. This type of programme is *not* recommended for girls in Grades 7 and 8.

A Sports Day is a programme of activities including a number

of the traditional events of the field day and additional events based on game skills. Participation is not limited to the highly skilled few, and emphasis is placed on teams as well as individual championships.

This type of programme is recommended for Grade 7 and 8 girls where competition is required.

A Play Day is an unrehearsed, informal, spontaneous activity which emphasizes friendly competition between groups rather than individuals. It differs from the Field Day and the Sports Day in the following respects:

- The events are chiefly game skills and team games of low organization;
- The emphasis is on competition *with* rather than *against* another school;
- No individual championships are declared.

This type of programme is *highly* recommended for girls in Grades 7 and 8.

The following passages from the 1933 Syllabus present a sound view of the place of Field Athletics in physical education.

“The arrangement whereby an annual sport day is held for juniors and seniors combined is not recommended. The meeting tends to become too long and the interest of the younger children lessens when their own events are over. Moreover, their miscellaneous and elementary activities do not combine well with the more defined events suitable for the older children. There is also the risk of promising young children being exploited in the interests of the house, school or district team.”

“If the ordinary activities are athletic in character, giving scope for free natural movement, and the general coaching is on sound lines, the right foundation will have been laid. The normal physical education lessons, by providing progressive training in running, jumping and other forms of general activity exercises, should help the children to cultivate ease and rhythm in movement, and develop in them the general power of coordination which is essential to good style and to the attainment of a desirable standard of athletic performance.

“(Therefore,) participation in the events should be the outcome of the ordinary physical education period and no *special* training should be considered necessary.

“On no account, of course, must the coaching be confined to children who show general athletic ability or who possess special aptitude for certain events. *As in all forms of Physical exercise, equal opportunities should be given to all children to benefit from the training provided.*”

Games

Specific Objective of Games

To develop basic ball handling skills, and to use them in the more highly organized team games of volleyball, soccer, softball and basketball.

To develop skill in the activities of field athletics, i.e. running, jumping and throwing.

To offer opportunity for satisfaction of the competitive urge.

To develop through the playing of team games desirable social and personal qualities such as cooperation, fair play, tolerance, judgment.

Reference List

1. Board of Education, "Syllabus of Physical Training for Schools, 1933." Toronto: Copp Clark Co. Ltd.
2. Bryans, H. L. and Charlesworth, R.. "Skill in Games." Toronto: J. M. Dent and Sons (Canada) Ltd.
3. Mason, B. S. and Mitchell, E. D., "Active Games and Contests." New York: A. S. Barnes & Co. Inc.
4. "Official Guides" in Volleyball, Basketball, Softball, Soccer. Washington, D.C.: National Section on Women's Athletics.
5. Slade, E. R., "Soccer." Toronto: Western Technical-Commercial School.

Soccer

Skills (For analysis of skills see ref. 4.)

Review: Dribbling, trapping, passing, kicking, blocking, increasing the degree of difficulty in the drills used

Blocking (shoulder)

Punting

Kicking (a moving ball)

Tackling

Drills

Review drills of lower division and add more difficult

Lead up Games

Rotation Soccer (ref. 3, p. 411)

Seven Player Soccer (ref. 4, p. 40)

N.B.—The official rules of soccer for girls are found in ref. 4.

—Soccer. Ref. 5, while written for boys' soccer, gives much valuable information on the teaching of the skills.

Volleyball

Skills (For analysis of volleyball skills see ref. 2, pp. 69-88.)

Volleying

1. Review: underhand, overhand and double volleys

Serving

1. Review underhand
2. Sidearm

Net Recovery

Set up

Spike

Drill and Lead up Games

Review of lower division

Volleyball Game

Volleyball rules for girls may be found in ref. 4, Volleyball

The height of the net should not exceed 6'6" for girls in this division.

Basketball

Skills (For analysis of basketball skills see ref. 2, pp. 1-65.)

Catching

1. Review: catching while standing and running and on the jump

Passing

1. Review: chest pass; two hand underhand side; two hand shoulder; one hand side-underhand; bounce pass
2. Chest, two hand overhead; one hand shoulder push; hook

Shooting

1. Review: two hand underhand; chest
2. Two hand overhead
3. One hand shoulder push

Tactics

Review: stance, run and stop; jump; bounce; guarding

Pivot

Juggle

Drills

Review drills of lower division

Lead up Games

Circle Pole Ball (ref. 3, p. 491)

Corner Ball (ref. 3, p. 497)

Captain Ball #2 (ref. 3, p. 502)

One O'Gang (ref. 3, p. 512)

Captain Basketball (ref. 3, p. 504)

9 Court Basketball (ref. 3, p. 506)

Basketball End Ball (ref. 3, p. 508)

Softball

Skills (For analysis of softball skills see ref. 2, pp. 133-157.)

Catching

1. Review: ball above waist; ball below waist; fly ball; fielding ground ball; fielding fly ball
2. Fielding the bunt

Throwing

1. Underhand and overhand throws increasing underhand throw (i.e. pitch) to 30'

Batting

1. Position and stance; swing and follow through
2. Place hitting
3. Bunt

Base Running

Tactics

Batting

Outfield play

Base Running

Individual positions

Infield play

Drills

Review of drills of lower division

Lead up Games

Townball (ref. 3, p. 330)

Long Ball (ref. 3, p. 336)

Speedball (ref. 3, p. 331)

One Old Cat (ref. 3, p. 326)

Triangle Ball (ref. 3, p. 334)

Softball Game

(Rules for Softball in ref. 4—Softball)

Tag Games

(Consult ref. 2, pp. 163-167; ref. 3.)

Barley Break

Last Couple Out

Bull in the Ring

Snatch Ball

Black and White

Spud

Crows and Cranes

Stealing Sticks

Relay Games

(Consult ref. 2, pp. 168-181; ref. 3.)

Locomotor

Automobile Relay

Potato and Spoon

Circle the Post

Rope Skipping

Crab

Run and Sit

Crawl Under

Shake Walk

Flag Race

Skipping

Foot to Foot

Sore Toe

Heel

Tire Rolling

Human Hurdle

Tire Jumping

In and Out

Tunnel

Kangaroo Jump
Paper Walking
Pony Express

Striking or Kicking
Dumbbell Pushing
Foot Dribble
Stick Ball

Object Passing
Combination Passing
Circle Passing
Circle Bounce Pass

Throwing and Catching
Basketball Pass and Shoot
Bean Bag Target
Corner Spry
Run and Throw

Wheelbarrow
Zig-Zag

Over and Under
Stride Ball Rolling
Tadpole

Shuttle
Ten Trips
Zig-Zag

Field Athletics

(For analysis of Skills in Field Athletics see ref. 2, pp. 191-226.)

Team Events

Relays

(a) Track Event Relays

Shuttle with baton (ref. 3, p. 164)

Potato and spoon relay (ref. 3, p. 175)

Three legged relay (ref. 3, p. 8)

Obstacle relay (ref. 3, p. 175)

Medley relay — assign each player a different method of locomotion

Baseball diamond running relay (ref. 3, p. 11)

Dash and throw — run to line, throw ball over rope, catch ball and run back to line

(b) Game Skill Relays

softball fielding relay—leader throws ball along the ground to first player who throws it back, etc.

softball catching relay

softball diamond throwing relay—all players are on a diamond

volleyball volleying relay

volleyball serving relay

volleyball passing relay

soccer dribbling relay

(c) Novelty Relays

jump through wand—run to line, hold wand with hands,
jump through

hoop over and down—run to line, take hoop down over head

Team Games of Low Organization

Hit Pin Baseball (ref. 3, p. 324)

Kick Dodgeball (ref. 3, p. 342)

Soccer Baseball (ref. 3, p. 333)

Base Crick—combination of Baseball and Cricket

Long Ball—softball with one base, there may be more than
one player on the base (ref. 3, p. 336)

Punch Ball — volleyball, softball diamond and Danish
Rounders rules (ref. 3, p. 426)

Pin Ball—pin placed in free throw circle, knock pin down

Quoit Tennis—score as in volleyball in large groups (ref. 3,
p. 378)

Corner Kick Ball—soccer type with four players trying to
score and the rest of the team standing across a goal line
trying to prevent them; after each goal the four players
change (ref. 3, p. 403)

Goal Ball—softball type, players are lined up opposite each
other and try to throw softball past opponents into goal

Club Ball—player in centre tries to keep club from being
knocked down.

Individual Events

Dashes—up to 40 yds.

Jumps—standing broad jump; standing hop, step and jump;
(To prevent injuries, a good jump pit should be 18 inches
deep and filled with beach sand. The running broad jump
is not recommended for girls.)

Stunts

Tumbling—rolls, handstand, headstand

Game Skills

Softball

couple throwing and catching a softball — count number
of throws in one minute

baserunning for time

softball throw for distance

Volleyball

serving into marked out area with points awarded for
each area

volleying net height against a wall — number of times in
30 sec.

shooting for goal

- Basketball
 - passing with partner—count number of passes in 30 sec.
 - shooting for goal
- Soccer
 - punt for distance
 - dribbling around objects for time
- Fieldball
 - basketball throw for distance
- Posture Contest
 - walking
 - standing
 - sitting
 - walking up stairs
- Other Events
 - slow bicycle race—last one in wins; fall disqualifies

General Activities

Reference List

1. Cotteral, B. and Cotteral, D., "The Teaching of Stunts and Tumbling." New York: A. S. Barnes & Co., Inc., (Copp Clark)
2. Horne, V. L., "Stunts and Tumbling for Girls." New York: A. S. Barnes & Co., Inc. (Copp Clark)

The activities in this section have been classified under following headings:

Exercises with no equipment or very limited equipment

Tumbling and mat work*

High Jumps over line or rope

Deep Jumps from benches

Introduction to vaults*

Vaults over benches*

The exercises included in the first section show that a general activities programme, although limited, can still be carried out with very little equipment. The stunts and jumps listed are not intended to be all inclusive; they serve only as examples of what can be done.

Mat work offers unlimited opportunity for development of stunts and other tumbling movements which involve the big muscles of the body. They are self testing and can be performed at home on the lawn, or on a beach. Tumbling is a valuable background for many of our athletic activities, especially appar-

*In schools without a Supervisor of Physical Education, teachers without training in physical education would be well advised to omit these sections.

atus work. The pupil learns to perform movements which are transferred to the apparatus. She learns to control the body in falling, thus minimizing danger of injury from apparatus and everyday mishaps.

The activities listed under jumps and vaults require only ropes, balance benches and landing mats. They form the basis for activities on heavier apparatus in the senior grades. Formal jumps are jumps in which the approach, the take-off, the jump itself and the landing are performed in a definitely prescribed style, e.g.

Running approach

Single take-off

Oblique jump, scissors style

Single foot landing, etc.

Formal jumps such as these are not ordinarily introduced before Grade 6.

*In all general activities such as jumps, vaults and tumbling, where there is danger of falling, it is essential to have a trained student leader standing by.** The skills should be practised in squads under pupil leaders trained in a leaders' class. The value of a leaders' class can not be too strongly emphasized, since it develops the ability to lead and to assume responsibility. It also facilitates teaching.

Each year, pupils should improve in skill and in posture. The activities should increase in difficulty from year to year, but the same activities should be repeated and practised until there is improvement in form, control, precision and ease of movement.

There should be marked growth in self-discipline and in the self-direction of activities under pupil leadership.

Specific Objectives of General Activities

To attain the motor skills involved in controlling the body in the fundamental activities of running, jumping, climbing, hanging, vaulting and balancing and to develop an understanding of standards of performance and safety.

To develop the ability to work efficiently within a group.

To develop such qualities as courage, confidence, initiative, self-reliance, perseverance, concentration, leadership and a sense of responsibility for others.

To develop an appreciation and enjoyment of a skill well done and a desire to achieve and improve.

* In schools without a Supervisor of Physical Education, teachers without training in physical education would be well advised to omit these sections.

General Activities

Exercises With No Equipment or Very Limited Equipment

Individual Stunts

1. Review: bunny jump, snail, back lying and situp, wring the dish cloth, the top, shoulder stand, kneel-stand up, cross sit and stand, blind balance, horizontal balance, tip up, walrus walk, roly-poly, foot clapping.
2. Kneedip, courage jump.

Couple Stunts

1. Review: run the scale, twister, spinning, wheelbarrow, double spring seat, twin walk, churn the butter, pull up and sit, double walk

Group Stunts

1. Review: leap frog, skin the snake
2. Open and close, merry go round, walking chair

Combative Stunts

1. Review: cock fight, push and pull, push back, tug of war, open sesame, crown lift
2. Spread the eagle, hand wresting, Indian leg wrestle.

Informal Jumps

1. Review: giant strides, seven leaps, jump a moving rope, running jump over obstacle, bunny jumps over rope or line, bunny jumps along floor, rope skipping, galloping over objects, upsprings, jump a weighted rope, 7 leaps and jumps into 2 circles, run and jump with double take-off, jump a moving rope.

Jumps with one assistant

1. Review: (standing)—upward jump to full extension, upward jump with leg parting, upward jump with knee raising
2. (Standing)—upward jump over one obstacle
3. (Running)—Star jump i.e. run and jump over one obstacle with leg parting.

Jump with two assistants

Review: (Running Approach)—upward jump

- i. to full extension
- ii. with leg parting in forward stride
- iii. with knee raising to crook
- iv. with knee raising and leg stretching to long sit.

Tumbling and Mat Work

1. Review: Log roll; introduction to forward roll; forward roll;

continuous forward rolls; forward roll over mat; introduction to backward roll; backward roll; continuous backward roll; introduction to head stand; head stand; introduction to hand stand; hand stand; stomach balance; sitting balance.

- | | |
|--------------------------------------|---------------------|
| 2. Double forward roll | Hand stand on knees |
| Double backward roll | Box |
| Tiger stand | Angels |
| Short arm balance on kneeling person | |

High Jumps* (over line or rope)

1. Review informal jumps of lower divisions.
2. Review formal jumps of lower division:
forward jump with double take-off — standing approach
forward jump with single take-off — standing approach
forward jump with single take-off — free running approach
3. Jump with turn and double take-off — standing approach
oblique jump with single take-off — standing approach
forward jump with double take-off — free running approach
oblique jump with single take-off — free running approach

Deep Jumps

1. Review:
Forward (sideward) (backward) dismount off single bench
Forward (sideward) (backward) dismount off two benches
2. Forward (sideward) (backward) dismount off three benches

Introduction to Vaults**

1. Review
Bunny jumps over single bench (two benches) standing;
Bunny jumps over single bench (two benches) advancing;
Stoop bob jumps in front of single bench (two benches) with straight legs; Stoop bob jumps in front of single bench (two benches) with knees bent to crouch position; Stoop bob jumps in front of two benches to single knee rest, backward dismount; Stoop bob jumps in front of two benches to both knee rest, backward dismount.
2. Stoop bob jumps in front of two benches to squat mount, backward dismount
Stoop bob jumps to squat mount, forward dismount.

* "Form" rather than "height" is the important factor

** It is suggested that mats or padding of some kind be placed over the benches.

Vaults Over Benches

squat vault over two benches
front vault over two benches
flank vault over two benches
wolf vault over two benches

Rhythmics

Reference List

1. Bartlett, F. L., Ackerman, D. and Moore, M. "Rhythms and Dances." Toronto: Clarke, Irwin and Co. Ltd.
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3. Ford, Mr. & Mrs. Henry, "Good Morning." Dearborn, Michigan: The Edison Institute, Heintzman, Toronto.
4. Lee, Marjorie, "Dance With Me." Toronto: The Ryerson Press.
5. Neilson, N. P. and Van Hagen, W., "Physical Education for Elementary Schools." New York: A. S. Barnes and Co., Inc. Copp-Clark, Toronto.
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7. Sharp, Cecil, "English Country Dance, Graded Series, Volume I." London: Novello and Co. Ltd. Heintzman, Toronto.

Records

Bartlett, F. L., Ackerman, D. and Moore, M., "Rhythms and Dances." Toronto: Clarke, Irwin and Co. Ltd.
Columbia—Miscellaneous Records.
Evans, Ruth, "Childhood Rhythms," Agincourt, Ont.: Book Society of Canada.
Ford—Miscellaneous Records.
Victor—Miscellaneous Records.

While skill in the performance of these fundamental movements leads to achievement in games and athletics and in the promotion of physical fitness, its objectives can go beyond these to develop the body as an instrument of movement where movement is an end in itself, as in the dance. To most people "walking", for example, is simply a means of conveying the body from one place to another. As such, this basic skill should be performed efficiently, that is, with the least expenditure of energy consistent with the work required. To certain individuals, walking has become a satisfying experience apart from its utilitarian

objectives. To a very few, it is the means of the communication of an idea or mood — e.g. a walk of authority, of stealth, of haste, of worship, of fear—and others.

Whatever the objective, it is clear that it is essential to develop skill in this basic activity as well as in all the many other fundamental body movements.

For the sake of clarity, the activities in the rhythmic section have been placed in two groups. Those in group I are performed mainly from a standing, sitting, or back lying position on the floor, and include movements specifically of the trunk and the upper and lower extremities. The movements in Group II are classified as *locomotor* because they are primarily leg movements and in performing them the body is moving forward, backward or sideways from place to place through space.

Folk Dances

Because of their simplicity, vigour and compelling rhythm, folk dances are enjoyed by people young and old in every country of the world. The various steps and rhythms are traditional in the country of their origin and they are still being danced in the home lands as well as in Canada. For example, the North American Square Dance, a type of folk dance peculiar to our own country, is becoming increasingly popular.

Participation in folk dancing develops sociability and an appreciation of the cultures and customs of other countries. Knowledge of the background of a people promotes understanding and tolerance. Where possible, therefore, folk dancing should be correlated with other subjects, for example, with social studies, art, and home economics.

Creative Activities and Dance Composition

These activities help to satisfy the creative urge of the child and through them children should have opportunities to express their own ideas under the guidance of the teacher.

Creative activities are not necessarily new activities. They may be simply familiar activities arranged in a different way. The result need not be something entirely new, but should be considered creative if it is new to the doer. It is not expected that a class will produce a finished dance composition in the limited time available. The value lies not in the end product, but in the process.

Specific Objective of Rhythmics

To develop control in the basic skills of rhythmic activities introduced in the lower grades, e.g. walk, run, leap, skip, slide, gallop, etc.

To develop an understanding of the basic principles of rhythms and rhythmic forms, e.g. time, phrasing, simple musical forms, etc.

To develop greater general control of the body through increasing flexibility of the joints, muscular strength, and endurance.

Through the kinesthetic sense, to develop an understanding and awareness of body movements.

To provide opportunities for creative activity in dance.

To promote desirable social attitudes.

Fundamental Movements

Group I

movements of the trunk—dorsal, abdominal, lateral
movements of the upper extremity—shoulder, arm, hand
movements of the lower extremity—hip, leg, foot
balance movements

The movements include exercises from systems of gymnastics and modern dance. The teacher is expected to make up her own series of exercises according to the principles of the gymnastic table. The fundamental movements should be taught first in their simplest form and gradually progress in difficulty. These movements should suit the needs and capacities of the pupils and should be sufficiently difficult to present a constant challenge.

Progression is secured by combining movements, combining different ways of moving (sustained, swinging, suspended, percussive), increasing difficulty of starting positions, tempo and rhythmic pattern.

Specifically, the movements should be designed to increase the range of movement by the mobilizing of the joints—especially of the hip, upper back and feet; and the stretching of certain shortened muscles—especially the muscles at the back and inner side of the legs and the muscles of the lumbar spine. Strength is being developed also—especially in the abdominal and hip muscles which control the pelvis, and in the muscles of the upper back and legs.

It is suggested that teachers who have had no training in physical education should not attempt to teach Group I of fundamental movements.

Group II

1. Review the fundamental locomotor movements of the lower division:

walk, run, hop, jump
 —gallop (i) with same foot forward
 (ii) with alternate feet forward
 —skip (i) quick
 (ii) slow and sustained
 —slip steps (i) sideward
 (ii) with partners, facing
 (iii) sideward in circle with hands joined
 (iv) with half turns
 —balance
 —running waltz
 —polka (i) forward
 (ii) turning
 (iii) with partner, turning
 —step hop (i) forward
 (ii) backward
 (iii) with partner
 —jig step (i) forward
 (ii) with partner
 —two step (i) forward
 (ii) backward
 (iii) with partner
 —schottische; bleking; tyrola waltz; rocking step; leap

2. Walk backward (sideward)

Skip backward

Run backward

Leap (slow and sustained)

Cut step sideward

Buzz step with partner

N.B.—Unless otherwise directed, each movement listed above is performed in a forward direction and without a partner. A description of the balance step, running waltz step, jig step, two step, schottische, bleking, polka, rocking step, and cut step may be found in reference book no. 2.

Folk Dances*

Scandinavian

1. Review a number of the dances of the lower divisions:

Dance	Steps	Record	Ref.
Danish Schottische (Scandinavian)	schottische, step hop	BAM 3A	1, p. 28 2, p. 3 4, p. 7
Paul & His Chickens (Scandinavian)	schottische, step hop	BAM 9A	1, p. 68 2, p. 10 4, p. 52
Roselil (Scandinavian)	step, hop, balance	SC—31	2, p. 29 4, p. 79
Ace of Diamonds (Scandinavian)	polka, step hop	BAM 5A	1, p. 36
Gustaf's Skaal (Scandinavian)	walk, run	W—M108	2, p. 6
Norwegian Mountain (Scandinavian)	march, walk, 2 step	V-20151 C-A3041	4, p. 41
Swedish Masquerade (Scandinavian)	step, hop, tyrola waltz	BAM 10A	1, p. 74

2.

Dance	Steps	Record	Reference & Page
Fremad	polka, two step	C—DB1655	2, p. 5
Girls' Polka	polka, two step		2, p. 25
Lotta Walked	polka, slip step		2, p. 21
The Mangel	polka, rocking	H—B8838	2, p. 30
Market Day	walk, polka		2, p. 7
Morten's Notions	polka		2, p. 8
Hendrichska	polka	BAM 8B	1, p. 62
Polka Sextur	polka, slip, two step	H—AL1297	2, p. 26
Rheinlander Polka	polka, walk	H—AL1235	2, p. 28
Thieves	walk, polka		2, p. 11
Feder Mikel	slip, chasse, polka	BAM 10A	1, p. 76 2, p. 13
The Joker	polka, 2-step, cut-step	BAM 10A	1, p. 75
Swedish Masquerade	tyrola waltz, step hop	BAM 10A	2, p. 35
Tylette Polka	two step, step hop, polka		2, p. 38 4, p. 91
Wiener-Kreutz Polka	polka, hop	H—AL1235	2, p. 20

American (i.e. Square, etc.)

Dance	Formation	Steps	Record	Reference & Page
Badger Gavatte	Couple	two step, slip	F-110	3, p. 98
Captain Jinks	Square	dos-a-dos, balance, allemande left, swing	V-26401 F-108	4, p. 145 3, p. 78
Chester Schottische	Couple	schottische	F	3, p. 102
Heel and Toe Polka	Couple	polka	F-107 E-225-6	4, p. 88 3, p. 93
Hinky Dinky	Square	dos-a-dos	F-109	3, p. 64
Little Brown Jug	Square	swing, allemande left, grand chain	C-37646	3, p. 60
Military Schottische	Couple	step hop	F	3, p. 100
Victoria March	Circle	walk, swing	F	3, p. 48
Little Old Log Cabin	Square	balance, swing, chain, allemande left	F-108	3, p. 72
Ocean Wave	Square	swing, promenade	V-36386 F-109	3, p. 54
Pop Goes the Weasel	Square	balance	V-36400	4, p. 37 3, p. 62
Virginia Reel	Longways	reel step	D-18221 F-117	4, p. 151 3, p. 82
Lady Round Lady	Square	allemande left, right and left through	V-36386 F-119	3, p. 58

BAM—Bartlett

C—Columbia

E—Evans

F—Ford

V—Victor

SC—Scandinavian

H—His Master's Voice

BL—Beltona

W—World of Fun Series

* The teacher should feel free to substitute or add to these lists of dances. Additional dances for the Intermediate Division may be found in reference 4.

Miscellaneous Dances

1. Review a number of the dances of the lower division:

Dance	Steps	Record	Reference & Page
Chimes of Dunkirk (English)	slip	BAM 2B E-127-8	1, p. 24
Pop Goes the Weasel (American)	slip, skip	BAM 2B	1, p. 22
Irish Lilt (Irish)	walking	BAM 5B	1, p. 40
Durham Reel (English)	slip, skip	BAM 6A	1, p. 44
Come Let us be Joyful	walk, step hop	V-20448	4, p. 40
Csebegar (Hungarian)	slip, skip	BAM 5A E-223-4	1, p. 38
Thady You Gander	walk, run, skip	BAM 6B	1, p. 48
Tancuj	schottische, step hop	BAM 10B	1, p. 80
Kaca	two step	BAM 8A	1, p. 56
Polly Wolly Doodle	slip, skip	BAM 3B	1, p. 32
Captain Jinks	walk, skip	V-20639	4, p. 144
Sicilian Circle	walk, balance	C-556D	4, p. 146

2.

Acquaintance Polka	polka	BAM 8B	1, p. 65
Flemish Dance	skip, chasse, walk, polka	BAM 9B	1, p. 70
Highland Schottische	hop, step close	C 3039	4, p. 58
Swiss Polka	polka, slip step	BAM 9B	1, p. 72
Brighton Camp (English)		Columbia English DB 2246	7, p. 11
Cumberland Reel (Scottish)		BL—1989	6, p. 11
Galopede (English)		H—B9279	7, p. 12 4, p. 48
Simple Jig (Irish)			4, p. 108

Creative Activities and Dance Composition*

Children can be encouraged in creative activities through the study of fundamental movements and rhythms, and through imitative movements and dramatizations.

In the following sample lessons, it will be noted that while the class is given a definite assignment at each stage of the lesson, the child is frequently left with a choice. Herein lie possibilities for creative activity. The assignment must be concrete, however; i.e. the child must be given something clear-cut to start with. If the directions are indefinite and leave too much choice, the child is likely to feel frustrated and therefore to be unable to perform.

The following lesson illustrates the presentation of creative activity *through fundamental rhythms*:

Introductory warm up activities — fundamental movements from Group I and II which may be used in their original or modified form in the latter half of the lesson.

Listening to music

Explanation of phrasing

Listening for phrases in same music

Clapping on first phrase; silent on second phrase

Walking on first phrase, clapping on second phrase, etc.

Walking with change of direction at the beginning of each phrase

Partners moving alternately on each phrase

Partners choose a fundamental movement for first phrase; and change the fundamental movement on each succeeding phrase

Same but restricted to a standing or sitting position

Quiet listening to music to determine number of phrases throughout

Quiet listening to music to determine similarity or dissimilarity of phrases—e.g. A B A B or A B B A or A B C A, etc.

Next day's lesson might deal with one of the above patterns in phrasing. The activities of each couple might then be observed and one selected to be performed by the whole group.

Through fundamental movements

Introductory warm up activities — including arm, leg and trunk swinging

The class is assigned to change from a sitting position on

*Evans records are suggested here.

the floor to a standing position using chiefly swinging movements

Listening to music and adapting the movement above to begin and end with music

Through imitative movements

Introductory warm up activities — including continuous bouncing of a rubber ball

The class is assigned to use the movements involved in continuous ball bouncing as a basic movement; to start with very small movements and gradually increase them to very large

This might then be repeated with another familiar activity

Through dramatization

Introductory warm up activities

Have a class work in groups of 4 or 5 — each group chooses a nursery rhyme. (Several of these are available on records.) Each group dramatizes the nursery rhyme.

Each group demonstrates the result

This will become merely a game of charades unless the teacher makes some further limitations in her assignments, e.g.:

Maintain a floor position throughout, or

Cover a certain distance, or

Omit all arm movements, or

Use large movements that are distinguishable from the other end of the room, etc.

Theory of Physical Education

Reference List

1. Jones, E., Morgan, E. and Landis, P. E., "For Healthful Living." Toronto: Clarke, Irwin and Co. Ltd.
2. National Education Association, "Health Education." Washington: National Education Association of the United States Publications.
3. Robertson, Elizabeth Chant, "Fundamentals of Health." Toronto: The Copp Clark Co. Ltd.
4. Phair, J. T. and Speirs, N. R., "Good Health Today." Toronto: Ginn and Co.

An extensive study of the health interests of children made by a committee of the Denver Public Schools, (Denver Public Schools: Health Interests of Children, 1947) has shown that the health topics of greatest interest to girls in Grades VII to X are those related to personal appearance and personality development.

Accordingly, the topics in Unit 1 and 2 consider these interests as well as the pupils' needs.

Many subjects in the school curriculum contribute to the health education of the child. Only those topics closely related to physical education therefore have been included for discussion in the classroom period. Suggested activities have been listed for each topic. It is expected that the teacher will substitute or add to these if necessary.

The topics outlined in Unit 3 are intended to supplement the instruction given during the regular activity periods. Proper presentation of these topics should produce a well-organized class which understands the purpose of the activities being conducted.

Specific Objectives

- To provide a general understanding of the meaning and importance of physical fitness and posture.
- To teach simple first aid for injuries on the playground, playroom or gymnasium.
- To promote an interest in the meaning and place of recreation in living.
- To teach the importance of good grooming.
- To assist the child in an understanding of the process of growing up
- To develop an understanding of the importance of physical education.
- To familiarize the students with class organization of the physical education period and the routine of the extra curricular programme.
- To provide a knowledge of rules and tactics of the various games.

Unit No. 1 (Health Education)

The Meaning and Importance of Physical Fitness

- 1) Evidence of Fitness in the individual — enjoyment of work and play, ability to endure physical and mental hardships, peace of mind, adequate strength for daily life and athletic activities
- 2) The contribution of physical activity to health
 - increased physical endurance
 - relaxation and a sense of satisfaction in achievement
 - stimulation to circulation and respiration
- 3) Importance of developing skill in athletic activities
 - in order to ensure participation in later life

- 4) Importance of realizing physical limits
to avoid over-participation in athletics
to maintain a proper balance in work and play

Suggested Activities

Name some individuals from past and present day who have displayed exceptional fitness
List games or sports which require a high degree of physical fitness
Make a survey of class participation in physical activities
Outline the contribution of specific activities to body development
Films: Exercise to Health—Benograph

The Action of Bones, Muscles and Nerves in Movement

- 1) How the Body Moves
the contraction and relaxation of muscles, the action of joints in movement, how bones and muscles are connected

Suggested Activities

Observe pictures of a runner
Demonstrate the contraction and relaxation of muscles, i.e. by lifting a weight
Name some mechanical objects with the same action as joints
Demonstrate the purpose of ligaments by taping two small rectangular objects together
2) General Understanding of Good Body Mechanics and Posture
good body mechanics in standing, sitting, walking, games and activities
importance of practising good posture, effect on appearance, ease of movement, performance of skills
factors, contributing to good posture — e.g. sleep, exercise, nutrition

Suggested Activities

Observe individual posture in a mirror
Observe picture of a boxer, skater, ballet dancer
Balance on both toes and on one foot
Walk with an object on the head
Demonstrate the correct way to lift a weight

Elementary First Aid

First aid for minor injuries: sprains, dislocations, bruises, cuts, abrasions, nose bleeds, burns, fainting

Suggested Activities

- How to bandage a sprained ankle
- Demonstrate the first steps in caring for a cut, a burn
- List some common causes of fainting

Unit No. 2 (Health Education)

Good Grooming

- 1) General appearance and function of the skin and the nails
 - importance of frequent bathing
 - effect of diet and exercise
 - use of cosmetics
- 2) General appearance and function of the hair
 - effect of untidy hair upon personal appearance
 - proper care of the hair, brushing and washing
- 3) The care of the teeth
 - proper nutrition, cleanliness
- 4) Clothing and its effect on appearance
 - acceptable dress
 - importance of clean and neat clothing
 - proper dress for activity
 - care of clothing

Suggested Activities

- Observe the effects of exercise on the skin
- Study pictures of well-groomed people
- Suggest appropriate dress for: applying for work, church, school

The Process of Growing Up

- 1) Physiological changes
 - changes in body structure, effect of glands on appearance and body functions
 - menstruation: meaning, purpose, hygiene
- 2) Changes in interests and activities
 - attitude toward the opposite sex and importance of choosing the proper friends, participation in suitable recreational activities

Suggested Activities

- List the recreational facilities available in the community

Unit No. 3 (Health Education)

General outline of year's programme

- Explanation of class organization for physical education

- regulations re use of playroom or playground
- proper clothing for the activity class
- the squad system
 - explanation
 - selection of leaders
 - duties of leaders
 - responsibility of squad
 - leaders' classes
- class formation
- care of equipment

The extracurricular programme

- importance of participation
- general outline of programme
- tournaments
 - type
 - duties of officials. etc.

The games programme

- a brief outline of the rules for volleyball, softball and lead up games in soccer and basketball
- rules tests
- importance of skills
- explanation of drills and lead up games
- team tactics

Rhythmics programme

- purpose of fundamental movements
- explanation of fundamental rhythms
- brief discussion of social customs of country whose folk dances are being studied

General activities programme

- class organization
- method of handling equipment
- safety

N.B.—Topics should be discussed during the season appropriate to the activity.

GIRLS' PROGRAMME

GRADES 9 AND 10

Games and Athletics

Games of Low Organization:

Group, relay and tag games.

Lead-up games

Basketball type—captain ball, newcomb, nine-court basketball.

Hockey type—broom hockey.

Soccer type—corner kick, punch ball, rotation soccer.

Softball type—base crick, Danish rounders, hit pin baseball, kick baseball, long ball, soccer baseball.

Tennis type—deck tennis, paddle tennis, table tennis, wall tennis.

Volleyball type—ring volleyball.

Team Games:

Basketball

Fundamental skills—

Catching and passing, shooting.

Individual tactics—

Starting, stopping, jumping, guarding, intercepting, bouncing, pivoting, feinting, juggling.

Team tactics—offensive and defensive play.

Volleyball

Fundamental skills—

Volleying, serving, passing underhand and overhand, setting up — underhand and overhand, spiking, recovering net ball.

Team tactics—offensive and defensive play.

Field ball

Fundamental skills—

Running, passing, throwing for goal.

Team tactics—offensive and defensive play.

Soccer

Fundamental skills—

Kicking, stopping, heading, trapping, blocking.

Team tactics—offensive and defensive play.

Softball

Fundamental skills—

Running, batting, catching throwing, pitching.

Team tactics—offensive and defensive play.

Individual Games

Tennis

Fundamental skills—

The serve, forehand stroke, backhand stroke, volley.

Court tactics—singles and doubles games.

Badminton

Fundamental skills—

The serve, forehand and backhand strokes — clear, drive, drop, smash.

Court tactics—singles and doubles games.

Field Athletics

Individual events

Dashes up to 75 yards.

Jumps for form—scissors, front, deep.

Game skills—

Archery.

Badminton—serve into marked area.

Basketball—running shot, free shot.

Fieldball—throwing for distance.

Soccer—dribbling for speed, kicking for distance, accuracy.

Softball—throwing for distance, throwing for accuracy, base running for time, batting for distance.

Volleyball—serving into marked areas, volleying net height against wall.

Novelty races—potato and spoon, hoop race, wand race, sack race, slow bicycle, tape jumping, etc.

Team Events

Low organization games—relay and lead-up games with and without equipment.

Relays—pursuit, shuttle, file, obstacle, three-legged, dash and throw, medley, potato, novelty, e.g. thread needle, spelling, adding, balancing, etc.

Games skill relays—

Basketball—running shot, free shot, passing.

Soccer—dribbling, kicking.

Softball—catching and throwing for speed (two or more

players), diamond throwing for speed (all players of team on field), fielding.

Volleyball—keep up; passing; net pick-up, pass and spike.

Low organization games.

Team games.

Individual games.

Not Recommended:

Running broad jump, running hop step and jump, shot-put and throwing of any kind of heavy weight, long dashes.

Skating

Hiking

The following points are worth consideration:

1. In the games period the playing of the game may be stressed rather than practice of skills.
2. The game skills may be practised as the need for them arises in the playing of the game.
3. The games lesson might begin with a short practice of a skill for which the pupils feel a need. This skill could then be coached as the game is played. At the end of the lesson pupils could evaluate their playing ability and suggest a means of improving it. This discussion would motivate the practice of skills in the subsequent lesson.
4. When the activities of the games lesson do not stress physiological objectives, a few movements to promote these could be included in the lesson.
5. The games period should be organized to provide adequate activity for every pupil in the class, either in actual playing of games or in some leadership capacity.
6. A leaders' class is an efficient way of preparing assistants for the games period.
7. Leadership, if it is stressed in class periods, is a preparation for teacher training and leadership in community and industrial recreation.
8. Games provide an excellent opportunity for the teaching of good citizenship.
9. It is suggested that the individual sports which are more useful in adult life be stressed in the upper grades.
10. A Sports Day, based upon teams as well as individual competition, with the majority of the pupils participating, could replace the traditional Field Day, which emphasized individual competition and appealed only to a small percentage of highly skilled pupils.

11. *In the After School programme, intramural games should have precedence over interschool games.*

It is felt that interschool games have a definite value provided they do not monopolize the school recreational facilities and the teachers' time and interest, and provided that every girl in the school has adequate opportunity to participate in intramural games. (An elimination tournament is not considered adequate for the intramural programme in most cases.)

*However, highly organized programmes of inter-school athletics are not recommended for Grades 9 and 10 because of the physical and psychical immaturity of the pupils. "Competitive work, through forming a necessary part of athletic practice and coaching, must always be treated with caution when applied to school children of any age, and great care should be exercised to prevent its excessive use in the general scheme of training."**

Gymnastics

The content of this course is not listed by grades, but is arranged in progression, with suggestions as to the grade or grades in which certain activities should be carried on.

Fundamental Movements

Movements of the trunk — dorsal, abdominal, lateral.

Movements of the upper extremity — shoulder, arm, hand.

Movements of the lower extremity — hip, leg, foot.

Balance movements — standing, progressing.

Locomotor movements:

even — walking, running, jumping, leaping, hopping;

uneven — sliding, skipping, galloping;

derived — two-step, polka, schottische, waltz, mazurka.

NOTE: The above movements include exercise from systems of gymnastics and modern dance. The teacher is expected to make up her own series of exercises according to the principles of the gymnastic table. The fundamental movements should be taught first in their simplest form and gradually progress in difficulty. These movements should suit the needs and capacities of the pupils and should be sufficiently difficult to present a constant challenge to them.

*Board of Education, "Syllabus of Physical Training for Schools." Copp Clark Co. Ltd., Toronto, p. 66.

Progression is secured by combining movements, combining different ways of moving (sustained, swinging, suspended, percussive), increasing difficulty of starting positions, tempo and rhythmic pattern.

General Activities

(a) *Jumps*—

Informal jumps (9)—

Giant strides, bob jumps, jumping obstacles, jumping to touch an object, skipping.

High Jumps—

Standing — sideward, forward — with double take-off; scissors — with single take-off.

Running — oblique, forward — with single and double take-off.

Deep Jumps—

Standing — forward, backward, sideward; turning — with single or double take-off.

Running — forward, sideward, oblique — with single take-off from form or sloping form; forward with double or single take-off from springboard.

(b) *Introduction to vaults*—

Crouch jumps—

Jumps — on the spot, advancing, from side to side: over line, rope or form.

Stoop standing bob jumps (hand support on apparatus) —

Jump with hip lifting, leg parting, leg flexion to crouch (one, two, three forms; horse, box, buck).

Jump in crouched position, on and off, and over apparatus

Rests—

Front rest, knee rest, knee rest and forward dismount (courage vault), squat mount, upsprings, front rest with leg circling.

(c) *Pyramids*—

Individual, couple, triple, etc.; positions suitable for pyramids.

Extended, circular, apparatus pyramids.

(d) *Stunts*—

Individual, couple and group stunts.

(e) *Tumbling*—

Rolls, handstand, headstand, balances.

The following points are worth consideration:

1. Gymnastics is the basic course of the activity programme in

the promotion of physical fitness. It provides that fundamental training in physical education which, in conjunction with the practice of sound hygiene, will produce physical well-being adequate for the demands of daily life. It develops easy, co-ordinated movements and the ability to maintain good posture in walking, sitting or standing as well as in all forms of activity. It lays a foundation of physical fitness and skill which will facilitate the learning of other skills, not only in the physical education programme but in all walks of life.

2. The lesson in gymnastics includes fundamental movements and general activities. Where this is not practicable owing to the shortness of the period, it is suggested that lessons be alternated between fundamental movements and general activities.
3. The ability to walk well with uniformity of speed, length of step and co-ordinated corporate movement should be stressed. This training can well be attained through gymnastic marching tactics which involve great variety in formation, stress natural posture, and economize in muscular and nervous energy. Precision in movement and the concentration necessary for accurate responses are desirable throughout the gymnastic programme, but "military drill" as such is undesirable and inappropriate for girls.
4. General activities such as jumps, vaults, etc., can be practised in squads under pupil leaders trained in a leaders' class. The value of a leaders' class cannot be too strongly emphasized, since it develops the ability to lead and to assume responsibility. It also facilitates the teaching and practice of general activities.
5. *In all general activities such as jumps, vaults and tumbling, where there is danger of falling, it is essential to have a trained assistant to stand by.*
6. The same activities should be repeated and practised until there is improvement in form, control, precision and ease of movement, since this is definitely one means of progression.
7. The activities should increase in difficulty from Grades 9 to 10, and pupils should grow in skill and improve in posture.
8. There should be marked growth in self-discipline from year to year, and in the self-direction of activities in squads under pupil leadership.
9. Music adds to the interest and enjoyment of fundamental movements.

Rhythmics

Fundamental Movements

Movements of the trunk — dorsal, abdominal, lateral.

Movements of the upper extremity — shoulder, arm, hand.

Movements of the lower extremity — hip, leg, foot.

Balance movements — standing, progressing.

Locomotor movements

even — walking, running, jumping, leaping, hopping;

uneven — sliding, skipping, galloping;

derived — two step, polka, schottische, waltz, mazurka.

NOTE: The above movements are the same as those used in the gymnastic course and serve as a preparation for the dances.

Fundamental Rhythms

Phrasing

Primary rhythm — duple, triple, quadruple time.

Secondary rhythm — divisions of the pulse or time pattern, e.g. resultant rhythm, syncopation, etc.

Musical forms:

Song form, A B A, A A B A; rondo, A B A C A D, etc.; and variations; canon.

Dances

Folk dances

American — round, circle, square, longways; English — circle, square, longways, Scottish; Irish; French; German; Scandinavian; European; Indian; Mexican.

National dances

Scotch — Highland Fling, Sword Dance; English — Sailor's Hornpipe, Morris, Sword; Irish — Hornpipe, Reel, Jig; Italian — Tarantella; Mexican — Jarabe Tapatio; Hungarian — Czardas; Bavarian — Schuhplatteltanz.

Ballroom dancing

Dance rhythms — fox-trot, waltz, tango.

Positions — closed, regular open, conversation, reverse open, left and right reverse open.

Steps — walk (slow, quick), side-step, box waltz, waltz, hesitation, two-step, grapevine, dip, balance, rocking step, canter walk, corte.

Combinations — developed from fundamentals.

Dance compositions

Song forms; resultant rhythm; theme and variations; rondo; syncopation; character dances; tap dances; athletic dances.

The following points are worth consideration:

1. Participation in rhythemics should result in the joy and satisfaction of rhythmic self-expression.
2. The spirit and significance of the dance may be stressed before its form and technique.
3. The rhythemics lesson provides a satisfying means of self-expression and should achieve the physiological objectives of the gymnastic lesson, e.g. organic vigour and co-ordination.
4. The rhythemics lesson should include fundamental movements, rhythms, and new and familiar dances.
5. In the rhythemics lesson based on a folk or national dance, the fundamental movements and rhythms serve as a preparation for the teaching of a new dance. This can be achieved by analysis of the dance into its fundamentals, and use of these in the first part of the lesson.
6. In the rhythemics lesson in which a dance is composed, the fundamental movements and rhythms serve as a preparation for the assignment for composition.
7. Each new dance learned becomes an addition to a pupil's repertoire of dances which may be danced repeatedly for the social and rhythmic satisfaction inherent in them.
8. The teaching of folk and national dancing may include relevant material such as general characteristics of the type of dance, costumes and customs of the people.
9. Ballroom dancing is a co-educational activity, after the fundamentals have been mastered by each group.
10. Leadership in rhythemics should be stressed wherever possible.

Swimming

Strokes

Elementary crawl, back stroke, breast stroke, side stroke, crawl, overarm side.

Diving

Plain dive, jack-knife, swan, running dive.

Life Saving

Emergency measures

Changing from back to front and front to back positions,

treading water, sink and save, relieving cramps while floating. fireman's carry from shallow water, lift out of deep water at edge of pool, surface dive for objects of different weights.

Releases

Surface and underwater approach, front strangle hold, back strangle hold, neck hold, body hold, double grip on one wrist, breaking two persons apart.

Rescues

Head carry, cross chest carry, hair carry, tired swimmer carry.

Water Games

Tag, relay, group.

Stunts

Elementary — head first sculling, feet first sculling, motionless floating, marching, long plunge, spinning top, wash tub.

Intermediate — canoe, swimming on breast, feet first, pendulum, paddle wheel.

Advanced — pendulum floating, rolling log, back somersaults, propeller, imitation of torpedo, formation swimming.

The following points are worth consideration:

1. Every pupil in the school should learn to swim.
2. Where a pool is not available, the mimetics of the swimming strokes can be taught, so that the pupils may practise intelligently when the opportunity arises.
3. Every pupil should learn life-saving measures as a routine safety precaution.
4. Advanced diving and competitive swimming should not be attempted until provision has been made for the achievement of the above standards.

Theory of Physical Education

Health Education

(approximately 20 periods)

Recent studies* of the health interests of children have shown that the topics of greatest interest to girls from grades 7 to 10 are personal appearance and personality development. In choosing the topics for classroom study, these interests as well as the physical, mental and emotional needs of the girls of these grades have been carefully considered.

*The Health Interests of Children: Department of Instruction, Denver Public Schools.

Grade 9

General Understanding of Body Mechanics and Posture:

1. Meaning of these terms and the importance of practising good posture and body mechanics.
2. Good posture in standing, sitting and walking and how these positions demonstrate the application of the basic laws of stability.
3. The importance of understanding and applying the basic laws of motion and stability in learning the various skills of games and dance, etc.

(a) Body Stance for Balance—

- (i) keeping the base of support as wide as is practicable for the activity—double underhand penalty shot in basketball.
 - (ii) keeping the weight over the feet, e.g. rising from a sitting position.
 - (iii) keeping the body weight as low as possible, e.g. stance in volleyball and basketball.
- (b) “Follow through” when throwing or batting an object, e.g. pitching in softball.
- (c) Controlling the object to be thrown or batted as long as possible before releasing it, e.g. carrying ball as close to basket as possible before releasing it.
- (d) Keeping base of support (or point of resistance) steady, e.g. hands and head in headstand on mat.
- (e) To avoid tension and stiffness by contracting only those muscles necessary in performing the skill — allowing the others to relax, e.g. head and shoulders not stiff in folk dancing—flutter kick in swimming.
- (f) Using those muscles best adapted for performing the skill, e.g. carrying a heavy tray over shoulder instead of low in front of body.
- (g) relax before and after a movement; between shovelfuls in shovelling snow; following a serve in volleyball; glide between strokes in swimming.
- (h) Control of weight in landing from jumps by bending joints of hip, feet, ankles and knees.
- (i) Shifting of body weight so that body is in better position to
- (i) Serve the ball in volleyball.
 - (ii) Pass the ball to a team mate in basketball.

- (j) Keep weight near the centre line of the body, e.g. head-stand, shoulder-stand, etc.
 - (k) Smooth rather than jerky performance. e.g. swimming, square dancing.
 - (m) Control body in air by position of head, e.g. dives in swimming, forward rolls on mats, etc.
 - (n) Use "backswing" to increase force, e.g. pitching, batting, serving in volleyball, tennis or badminton.
4. The feet and the part they play in good posture—
Foundation for supporting body.
Arches of feet.
How muscles maintain arches.
How you should use your feet in standing and walking. in running and leaping.
 5. Good shoes—
Size, last, heel, toe, support for arches. suitability for activity.
 6. Probable causes of poor posture and body mechanics—
Ignorance of the efficient way of standing, sitting and performing activities; careless habits; tight clothing; fatigue and insufficient sleep; lack of nourishing foods; weak feet; unhealthy mental outlook, etc.
 7. How to attain good posture—
 - (a) Importance of rest and relaxation.
 - (b) Nourishing food, exercise.
 - (c) Knowledge of principles of good body mechanics.
 - (d) Practice of good body mechanics in all activities.

The Process of Growing Up:

1. Changes in interests and activities and assumption of adult responsibilities.
2. Nature of physical changes; purpose and hygiene of menstruation.

N.B.: "The Story of Menstruation"—A Walt Disney Film—obtainable through the Educational Department, Canadian Cellucotton Products Co. Ltd., 50 King Street West, Toronto, would be useful here.

Good Grooming for Physical Education Activities:

1. Purpose of special clothing.
2. Care of person and clothing.
3. Necessity for bath or shower after strenuous exercise.
4. Suitable clothing for the activity period.

Learning to Relax Through Hobbies and Recreation :

1. The meaning of recreation.
2. The need for recreation in a person's life.
3. Kinds of recreation—
 - (a) Inactive kinds
Motion pictures, talking, radio, motoring, reading, games, thinking, etc.
 - (b) Active kinds
Tennis, badminton, archery, golf, gardening, camping, photography, etc.
4. What one should consider in choosing a recreation—
Suitability to age, sex, time of year, cost, health of participant, etc.
Recreation as a relaxation and a relief from work.
5. Conditions which make a recreation satisfying—
A degree of skill.
Interest in the chosen recreation.
Possibilities for creating something, etc.
Variety of recreation.
6. Survey of recreational facilities in the community.

Grade 10

1. The meaning and importance of physical fitness.
2. How the body moves: A study of the mechanisms of movement—
 - (a) The bones: the system of levers of the body:
 - (i) The body framework.
 - (ii) General function and structure of bones.
 - (iii) Essential for growth and development of bones.
 - (iv) General types, structures and function of joints and ligaments.
 - (b) The muscles: The source of energy for moving the bones or levers of the body:
 - (i) General types and structure and attachments of muscles.
 - (ii) Muscle contraction and relaxation and the resulting flexion, extension or rotation of the body parts concerned.
 - (iii) Effects of exercise on the muscles.
 - (iv) Essentials for the upkeep and development of muscles.

(c) The Nerves: The system of communication between the muscles and the brain:

- (i) The function of the nervous system — communication, co-ordination.
- (ii) The structure and function of the parts of the nervous system—brain, spinal cord, nerve trunks, nerve cell.
- (iii) The health of the nervous system:
Importance of nutrition, exercise, sleep and rest.
Effects of fatigue, emotions, alcohol, drugs.
Mental habits, self-control. use of leisure time.
recreation and hobbies.

3. First Aid as applied to bones, muscles and nerves—

(a) Fractures:

- (i) Varieties, causes, symptoms.
- (ii) First aid—general; special cases—skull, spine and pelvis, thigh bones, upper arm, etc.

(b) Injuries to joints and muscles:

- (i) Types of injuries—dislocations, sprains, strains and ruptures; causes; symptoms; first aid.

(c) Insensibility:

- (i) When breathing is present:

With convulsions—

Types—Epilepsy, hysteria, infantile convulsions, some poisons.

Symptoms: first aid.

With no convulsions—

Types—Injuries to the head, shock, fainting, sun-stroke, heat stroke, diabetes.

Symptoms: first aid.

4. The circulatory and respiratory systems and their function in muscular exercise—

- (a) The meaning and purpose of circulation.
- (b) The organs of circulation and the general function of each—heart, lungs, arteries, veins, capillaries.
- (c) Function of blood and circulation.
- (d) Essentials for the health of the circulatory system.
- (e) The meaning and purpose of respiration.
- (f) The organs of respiration and the general function of each—nasal passages, throat, bronchial tubes and lungs.
- (g) The breathing process, inspiration and expiration.
- (h) Immediate effects of exercise on the circulation and respiration.

5. First aid as applied to the circulatory and respiratory systems—
 - (a) Haemorrhage:
 - (i) Types and recognition—arterial bleeding, capillary bleeding, venous bleeding.
 - (ii) The location of pressure points.
 - (iii) First aid—by digital pressure; by the tourniquet.
 - (iv) Special cases of haemorrhage.
 - (b) Insensibility:
 - (i) When breathing is absent (asphyxia):

Causes—Obstruction of air passages; inhalation of gases; pressure on chest; nervous affections.

Symptoms

First aid—Artificial respiration.
6. Effects of exercise on the digestive system.
7. Importance of skill in Physical Education.
8. Effects of alcohol on coordination of muscular movement — dangers in driving.
Effects of tobacco.

Physical Education

(Approximately 14 Periods)

Grade 9

1. Meaning and importance of physical education.
2. General outline of year's programme.
3. Explanation of class organized for physical education—
 - (a) Regulations re use of playroom or playground.
 - (b) Proper clothing for the activity class.
 - (c) The squad system:
 - (i) Explanation.
 - (ii) Selection of leaders.
 - (iii) Duties of leaders.
 - (iv) Responsibility of squad.
 - (v) Leaders' classes.
 - (d) Class formation.
 - (e) Care of equipment.
4. The Extracurricular Programme—
 - (a) Importance of participation.
 - (b) General outline of programme.

- (c) Tournaments:
 - (i) Type.
 - (ii) Duties of officials, etc.
 - 5. The Games Programme —
 - (a) A brief outline of the rules for volleyball, softball and lead-up games in soccer and basketball.
 - (b) Rules tests.
 - (c) Importance of skills.
 - (d) Explanation of drills and lead-up games.
 - (e) Team tactics.
 - 6. Rhythmic Programme—
 - (a) Purpose of fundamental movements.
 - (b) Explanation of fundamental rhythms.
 - (c) Brief discussion of social customs of country where folk dances are being studied.
 - 7. General Activities Programme—
 - (a) Class organization.
 - (b) Method of handling equipment.
 - (c) Safety.
- N.B.—Topics 5, 6 and 7 above to be discussed during the season of each specific activity.

Reference Books Physical Education Grades 9 and 10

Gymnastics

Fundamental Movements:

- Bjorkstein, Elli, "Principles of Gymnastics for Women and Girls," Part II—J. A. Churchill, Ltd.
- Blanchard, V. S. and Collins, L. B., "A Modern Physical Education Programme for Boys and Girls," New York: A. S. Barnes & Co., Inc.
- Duggan, A. S., Montague, M. E. and Rutledge, A., "Conditioning Exercises for Girls and Women," New York: A. S. Barnes & Co., Inc.
- Syllabus of Physical Training for Schools, Toronto: Copp Clark Co. Ltd.

General Activities:

- Cotteral, B. and Cotteral, D., "The Teaching of Stunts and Tumbling," New York: A. S. Barnes & Co., Inc.
- Horne, V. L., "Stunts and Tumbling for Girls," New York: A. S. Barnes & Co., Inc.

Munden, I., "Suggestions for the Use of Small Apparatus in Physical Education," London, England: Ling Physical Education Association, Hamilton House, Bidborough Street, W.C. 1.

Powdermaker, T., "Physical Education Play Activities for Girls," New York: A. S. Barnes & Co., Inc.

United States Navy, "Gymnastics and Tumbling," Annapolis, Maryland: Aviation Training Division, U.S. Navy.

Films:

(Department of Education, Visual Education Branch) — Analysis of Agility Exercises; Analysis of Rhythmic Exercises; Eighteen Girls and Horse; Physical Training—Girls; Tumbling, Beginners, Intermediates. Advanced (3 films).

Rhythmics

Folk and National Dances

American

Burchenal, E., "American Country Dances," G. Schirmer, Inc.

Duggan, A. S., Shlottmann, J. and Rutledge, A., "Dances of U.S. and Mexico," New York: A. S. Barnes & Co., Inc.

Ford, Mr. and Mrs. H., "Good Morning," Dearborn, Mich.: The Edison Institute.

Jarman, H.: "Cornhusker Series"; "How to Square Dance"; "Square Dance Tunes"; "Dance Calls Only"; "Old Time Fiddling Tunes"; "How to Call Square Dances"; "44 Original Canadian Jigs and Reels for Square Dances." Toronto: Jarman Publications.

McVicar, Wes., "Wes McVicar's 5 Square Dance Calls," Toronto: Gordon V. Thompson, 902 Yonge Street.

Ryan, Grace L., "Dances of Our Pioneers," New York: A. S. Barnes & Co., Inc.

Shaw, Lloyd, "Cowboy Dances," "New Round Dance Book," Caldwell, Idaho: Caxton Printers Ltd.

English

Duggan, A. S., Schlottman, J. and Rutledge, A., "Folk Dances of the British Isles," New York: A. S. Barnes & Co., Inc.

Sharp, Cecil, "The English Country Dance, Graded Series. Vols. I-VIII." "The Country Dance Books," Parts I-X; "Country Dance Tunes, Sets I-X"; "The Morris Book,

Parts I-III"; "Morris Dance Tunes, Sets I-VI"; London, England: Novello & Co., Ltd.

Scandinavian

Bryans, H. L. and Madsen, J., "Scandinavian Dances, Parts I and II," Toronto; Clarke, Irwin & Co.

Duggan, A. S., Schlottman, J. and Rutledge, A., "Folk Dances of Scandinavia," New York. A. S. Barnes & Co., Inc.

European

Burchenal, E., "Folk Dances of Old Homelands," G. Schirmer, Inc.

Duggan, A. S., Schlottman, J. and Rutledge, A., "Folk Dances of European Countries," New York: A. S. Barnes & Co., Inc.

Dance History

Kinney, T. and M., "The Dance," New York: Frederick A. Stokes & Co.

Sachs, Curt, "World History of the Dance," W. W. Norton & Co., Inc.

Modern Dance

H'Doubler, M., "The Dance," New York: Harcourt Brace & Co. "Dance; A Creative Art Experience." New York: F. S. Croft & Co.

Jones, R. W. and DeHaan, M., "Modern Dance in Education," New York: Bureau of Publications. Teachers' College, Columbia University.

Radir, Ruth, "Modern Dance," New York: A. S. Barnes & Co., Inc.

Schurr, G. and Yocom, R. D., "Modern Dance. Techniques and Teaching." New York: A. S. Barnes & Co., Inc.

Films

American Square Dance (Department of Education).

Games and Athletics

Games of Low Organization

Bryans, H. L. and Charlesworth, R., "Skill in Games." Toronto: J. M. Dent & Sons, Ltd.

Mason, B. and Mitchell, M., "Social Games for Recreation," New York: A. S. Barnes & Co., Inc.

Mason, B. and Mitchell, M., "Active Games, Contests and Relays," New York: A. S. Barnes & Co., Inc.

Team Games

Bryans, H. L. and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.

- Hupprich, F. L., "Soccer and Speedball for Girls," New York: A. S. Barnes & Co., Inc.
- Laveaga, R. E., "Volleyball," New York: A. S. Barnes & Co., Inc.
- Lees, J. T., "Field Hockey for Girls," New York: A. S. Barnes & Co., Inc.
- Meissner, W. E. and Myers, E. Y., "Basketball for Girls," New York: A. S. Barnes & Co., Inc.
- Meyer, M. H. and Schwartz, M. M., "Technique of Team Sports for Women," Philadelphia: W. B. Saunders Co.
- Mitchell, V., "Softball for Girls," New York: A. S. Barnes & Co., Inc.
- Noren, A. T., "Softball," New York: A. S. Barnes & Co., Inc.
- Official Sports Library for Women, "Official Guides," (Basketball, Field Hockey, Lacrosse, Volleyball, Softball, Track, Soccer, Speedball), Washington: N.S.W.A., American Association for Health, Physical Education and Recreation.
- Standards in Athletics for Girls and Women, Washington: N.S.W.A. American Association for Health, Physical Education and Recreation.
- Standards in Girls' Athletics, Athletic Section, Physical Education Branch (Women) of the Ontario Educational Association.

Individual Games

- Ainsworth, D. S., Broer, M. R., Goss, A. G., Goss, G., Pitkin, B. A., Ryder, F., "Individual Sports for Women," Philadelphia: W. B. Saunders Co.
- Berg, P. and Dypwich, O., "Golf," New York: A. S. Barnes & Co., Inc.
- Bryans, H. L. and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.
- Jackson, D. H. and Swan, L. A., "Better Badminton," New York: A. S. Barnes & Co., Inc.
- Jacobs, H. H., "Tennis," New York: A. S. Barnes & Co., Inc.
- Morrison, A. J., "A New Way to Better Golf," Toronto: Musson Book Co., Ltd.
- Official Sports Library for Women, "Official Guides," (Archery, Badminton, Bowling, Tennis), Washington 6, D.C.: American Association for Health, Physical Education and Recreation.
- Prager, W., "Skiing," New York: A. S. Barnes & Co., Inc.

Putnam, H.. "Skating," New York: A. S. Barnes & Co., Inc.
Reichart, N. and Keasey, G., "Archery," New York: A. S. Barnes & Co., Inc.

Yocom, R. B. and Hunsaker, H. B., "Individual Sports for Men and Women," New York: A. S. Barnes & Co., Inc.

Field Athletics

Bresnahan, G. T. and Tuttle, W. W., "Track and Field Athletics," St. Louis: C. V. Mosby Co.

Bryans, H. L. and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.

Hansen, J., "Athletics," London: Methuen & Co., Ltd.

Official Sports Library for Women, "Official Guides," (Track and Field), Washington 6, D.C.: American Association for Health, Physical Education and Recreation.

Webster, F. A. M., "Athletics of Today for Women," London and New York: Frederick Warne & Co. Ltd.

Periodicals

The Athletic Journal, 6858 Glenwood Avenue, Chicago.

The Scholastic Coach, 250 East 43rd Street. New York City.

Films

The following films may be loaned from the Visual Education Branch of the Department of Education, 244 College Street, Toronto: Archery for Girls; Basketball for Girls—Fundamental Techniques; Basketball for Girls—Games Play; Catching in Baseball, Play Baseball, Son; Speedball for Girls; Tennis—Beginners; Tennis—Advanced; Volleyball for Girls; Play Volleyball. Son.

Swimming

Canadian Red Cross Society, "Swimming and Water Safety Manual," Toronto: 621 Jarvis Street.

Curtis, K. W., "Rhythmic Swimming," Minneapolis: Burgess Publishing Co.

Kiphuth, R. J. H., "Swimming," New York: A. S. Barnes & Co., Inc.

United States Navy, "Swimming," Annapolis, Maryland: Aviation Training Division, United States Navy.

Films

(Department of Education — Visual Education Branch — Swimming and Diving Aces; Swimming — Beginners; Swimming—Advanced; Swimming Techniques for Boys.

General

- Gray, M., "Physical Education Demonstration," New York: A. S. Barnes & Co., Inc.
- Nash, J. B., "The Administration of Physical Education." "Physical Education: Interpretation and Objectives," New York: A. S. Barnes & Co., Inc.
- Rice, E., "A Brief History of Physical Education," New York: A. S. Barnes & Co., Inc.

Periodicals

- Dance, New York: Dance Magazine, 503 W. 33rd Street.
- Journal of the American Association for Health, Physical Education and Recreation, Washington, D.C.: 1201 Sixteenth Street N.W.
- Physical Education News, Physical Education Branch (Women) of the Ontario Education Association.
- Recreation, Toronto: G. R. Welch Co., Ltd., 1149 King Street West.
- Research Quarterly, Washington, D.C.: American Association for Health, Physical Education and Recreation, 1201 Sixteenth St., N.W.

Health Education

Approved Text

- Phair, J. T. and Speirs, N. R., "Good Health Today," Toronto: Ginn and Co.

General References

Teacher

- Best, C. H. and Taylor, N. B., "The Human Body and Its Functions," New York: Henry Holt & Co.
- Corner, G. W., "Attaining Womanhood," New York: Harper and Bros.
- Grout, R. E., "Health Teaching in Schools," Philadelphia: W. B. Saunders Co.
- Haggard, H. and Jellinek, E., "Alcohol Explored," New York: Doubleday Doran.
- Health Education, Washington: National Education Association and the American Medical Association.
- Lee, W. and Wagner, W. W., "Fundamentals of Body Mechanics and Conditioning," Philadelphia: W. B. Saunders.

McCarty, R. G. and Douglass, E. W., "Alcohol and Social Responsibility," New York: Thomas E. Crowell, Co.
Wells, K., "Kinesiology," Philadelphia: W. B. Saunders Co.

Pupil

Crisp, K. B., "Be Healthy," New York: J. B. Lippincott Co.
Robertson, E. C., "Fundamentals of Health." Toronto: Copp Clark Co. Ltd.

Films

(Department of Education. Visual Education Branch) —
Blood, First Aid; The Heart and Circulation; Mechanisms
of Breathing; Playground Safety; Posture and Exercise.

